DOCUMENT RESUME

ED 121 426 PS 008 462

AUTHOR Schrock, John H.
TITLE Parent Assisted Learning Strategies: The Development of an Early Intervention Program for Parents and Their Infants.
PUB DATE 1 Apr 75
NOTE 375p.; Practicum submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

EDRS PRICE MF-$0.83 HC-$19.41 Plus Postage
DESCRIPTORS Child Development; Disadvantaged Environment; *Early Childhood Education; Home Programs; *Infants; Instructional Materials; *Intervention; Learning Activities; Manuals; Paraprofessional Personnel; Parent Child Relationship; *Parent Education; Pilot Projects; *Program Descriptions; Program Evaluation
IDENTIFIERS California (Sacramento)

ABSTRACT

This report describes the development, implementation and evaluation of a pilot early intervention program for parents and their infants 1 to 36 months old. Parents were trained by paraprofessionals (under the direction of professionals) to increase their psychomotor areas. The pilot project included 90 families with children under three years of age representing a cross-section in race and socioeconomic background of families in the Sacramento City Unified School District. The paraprofessional's manual developed for the program (2/5 of the report) includes the philosophy of the project; operational procedures; resource materials; forms; and a bibliography of films, books, and pamphlets. The parents' manual (2.5 of the report) includes sections on philospħy and goals for parents and children; information on health, growth, development, language environment and sources of stimulation; directions for home lessons; guides for observing children; a list of community resources; and a bibliography. "Normal" and "high risk" groups included in the pilot program were compared for development in personal-social areas, gross and fine motor skills, and receptive and expressive language. Results indicate that intervention seemed to have the greatest effect on infants in the 7 to 30 months age range. (Author/ED)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121426

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PARENT ASSISTED LEARNING STRATEGIES

The Development Of An
Early Intervention Program For Parents And Their Infants

by John H. Schrock

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University

PS 008462

Sacramento Cluster
Fred J. Stewart, Coordinator

Maxi II Report
April 1, 1975

TABLE OF CONTENTS

Section Page

Abstract

Introduction 1

Statement Of The Problem 4

Review Of The Literature 5

The Solution 11

The Design 12

Goal 1 12

Goal 2 13

Goal 3 14

Goal 4 15

Goal 5 15

Goal 6 16

Roles Of The Project Staff 17

Limitations Of The Practicum 20

Execution Of The Practicum 20

Acquisition Of Staff And Facilities 22

Manuals, Instruments, And Training 23

Selection Of Participants 24

Process For Obtaining Comparative Data 25

Establishment Of The Community Advisory Committee 25

Implementation Plan For Insertion Into The Regular Program 26

Section Page

Evaluation 26

Results Of The Practicum 28

I. Staffing 28

II. Housing 29

III. Paraprofessional's Handbook 29

IV. Parent's Handbook 29

V. Supplemental Materials . . . 30

VI. Selection Of Assessment Instruments 30

VII. Paraprofessional Training . 31

VIII. Selection Of Participants . 35

IX. Results Of The Comparative Testing 37

X. Establishment Of The Community Advisory Committee 45

XI. Implementation Plan For Insertion Into The Regular Program 47

Summary 50

Recommendations 53

Appendix A: Parent Educator's Handbook . . 56

Appendix B: Parent's Handbook 57

8

LIST OF FIGURES

Page

Figure 1 3

Figure 2 53

Figure 3 54

LIST OF TABLES

		Page
Table I	Paraprofessionals' Responses To Questionnaire Regarding The Quality And Needs Of Their Inservice Training	32
Table II	A Comparison Of The Ethnic Background Of Participants And The District's Students	36
Table III	A Comparison Of The Personal-Social Growth Of The Experimental Groups	39
Table IV	Comparison Of The Gross Motor Skills Development Of The Experimental Groups	40
Table V	Fine Motor Skills Development Of The Experimental Groups	41
Table VI	Comparison Of The Receptive Language Development Of The Experimental Comparison Group And The Experimental High Risk Group	42
Table VII	Expressive Language Developmental Comparison Of Experimental Groups.	43
Table VIII	Comparison Of The HOME Inventory Raw Scores Of The Experimental Groups	44
Tabel IX	Comparison of Experimental Comparison Group And Experimental High Risk Group And Subgroups By Test Results	46
Table X	Community Advisory Committee Members' Responses To Questionnaire Regarding Their Involvement And Resources	48

ABSTRACT

The purpose of this practicum was to develop an early intervention program for parents and their infants aged one to 36 months for the Sacramento City Unified School District.

The need was demonstrated and funding was received from the United States Office of Education through an ESEA, Title III grant.

A curriculum was developed. It consisted of prescriptive, individualized activities and instructional strategies which parents could use to promote the likelihood of future school success of their children. The curriculum was organized into a transportable manual. Additional supplementary materials and monthly newsletters were developed. Developmental instructional toys as well as records, books, and musical instruments were obtained.

Four paraprofessionals were selected and trained to work with the parents and their children.

An ongoing inservice program was instituted and evaluated by the staff.

Selection of participants was made on the basis of a representative cross-section of the school district's population. Ninety families were selected.

A plan for measuring the growth of the infants was devised whereby infants, who indicated normal

developmental growth, would be compared to those who indicated slower development because of social and/or physical obstacles.

Testing instruments were selected for the assessment of the infants' gross and fine motor skills, receptive and expressive language development, social-personal development, and home environment.

The growth of the participants was measured using the selected assessment instruments at a four month interval.

The testing results indicated that the high risk group of infants showed significant growth and made greater developmental gains than their counterparts in the comparison group.

A Community Advisory Committee was established which represented agencies, public and private, as well as participating parents. A survey was made of the committee to determine the members' interests.

An implementation plan for the insertion of the project into the regular district program was proposed and consequently adopted.

The evaluation suggested that the Parent Assisted Learning Strategies project aids the participants, particularly those with developmental lag potential, to achieve a higher rate of development that would have been anticipated without the project.

Most importantly, the practicum indicated that with the proper kinds of parent skills, a parent may increase their child's chances of acquiring the skills necessary for future success.

INTRODUCTION

This practicum report describes a project which was based upon the assumption that educational intervention was most effective when it occurred early and that the home setting was the logical place for such intervention to take place. Parents, it was assumed, were their children's first and natural teachers and with greater awareness, assistance, and direction, they could provide a more enriched home environment that might enhance their children's success potential. (See Figure 1.)

No program of intervention was provided by the Sacramento City Unified School District.

A project team was developed and funding was acquired through ESEA, Title III.

An assessment of the problem included a review of the literature and visitations to two like programs in California. Through this process a model was conceptualized.

Personnel were employed and trained; facilities and equipment were acquired; manuals were prepared; clients were enrolled, treated, and evaluated; and a community advisory committee was formed.

The evaluation was completed and the results were analyzed to determine the value of the practicum. The evaluative process was based upon established goals and objectives of the project.

A summary was prepared and recommendations were suggested.

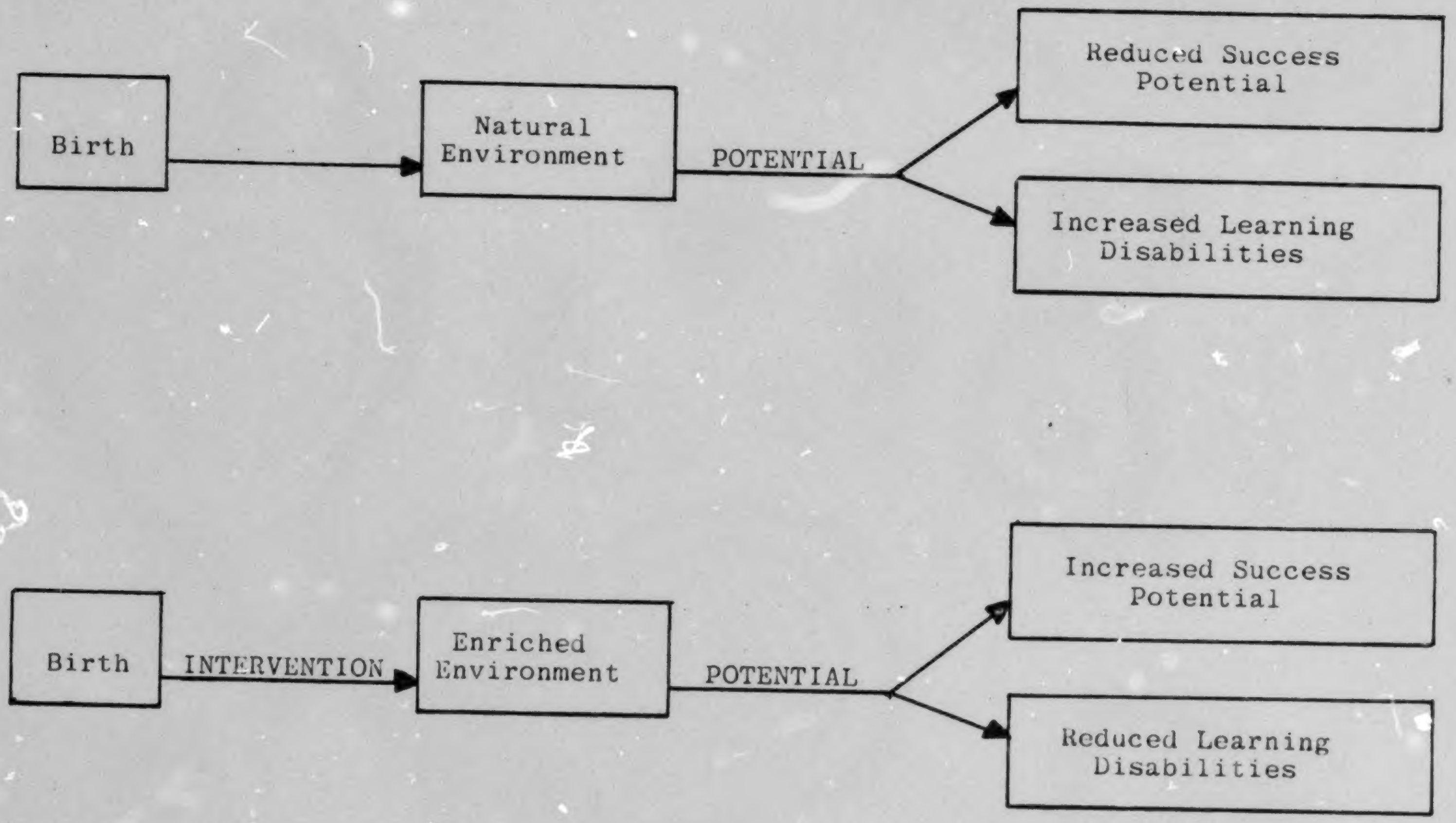

Birth
Natural Environment
POTENTIAL
Reduced Success Potential
Increased Learning Disabilities
Birth
INTERVENTION
Enriched Environment
POTENTIAL
Increased Success Potential
Reduced Learning Disabilities

FIGURE 1

Comparative Diagram Of The Practicum's Intent

STATEMENT OF THE PROBLEM

There was a substantial number of youngsters in the Sacramento City Unified School District who had experienced limited success in their early years of formal schooling. As a result, they spent much of their lives trying to "catch up." Some made it, but many did not. The success potential of many pupils was reduced by what they brought to school in terms of interests, attitudes, and prior learnings. Limited experience from birth to five years of age placed children at a disadvantage at the time they entered school, and these limitations forced them into a "catch up" situation. Some of these children suffered physical handicaps, but others suffered from learning disabilities which might have been reduced or reversed through early diagnosis and intervention. Therefore, many young children were not prepared to enter the formal school setting nor were they equipped to compete with their peers.

For these children who entered school in need of remediation, there was certainly a discrepancy. This discrepancy or need suggested intervention at some point prior to school entry. Parents needed to teach their children to talk, to listen, and to follow directions. Few parents were prepared to deal systematically with basic concepts. All too often, the parents subscribed to the notion of automatic development and waited for the schools to teach their children. There was a need for parental training and the development of instructional models for use in the home.

REVIEW OF THE LITERATURE

This section of the report reflects the current thinking in the area of early education. It attempts to establish the tone and justification of the practicum. A more detailed bibliography is found in Appendices A and B.

A search of ERIC was made and an important document was discovered -- Reaching The Child Through Parent Education: The Florida Approach. This document was a description of a program of parent education for disadvantaged mothers in the north central Florida area. The purpose of the project was to investigate a way in which early intervention into the lives of babies might break the poverty cycle; the intervention technique being the use of disadvantaged women in teaching mothers how to stimulate their infants.[1]

The PALS project was not intended solely for the disadvantaged, however. The Florida approach had great implications in that it encompassed many of the same components, such as the use of parent educators, cognitive and language development, and systematic observation. The Florida project served as a model for staff development and execution of this practicum.

In Marilyn Segal's introduction to _The Nova University Play and Learn Program: From Birth To One Year_, she reminded her readers that:

> ".... you, as parents, are your baby's first teachers. .... Remember, what you don't give your baby in this first year can never be made up. What you do give your baby in this first year can never be taken away."[2]

In addition to this program, the I.D.E.A. project of Dr. Charles Nagel, Santa Barbara, California was used.

---

[1] Ira Gordon, _Reaching The Child Through Parent Education: The Florida Approach_ (Gainsville, Florida: Florida University, 1969).

[2] Marilyn Segal, _The Nova University Play and Learn Program: From Birth To One Year_ (Fort Lauderdale, Florida: Nova University Press, 1974).

It dealt with the early intervention of infants, aged three to five, from migrant Spanish speaking families.[3]

Perhaps one of the most respected pioneers in the area of "mother" education is Glorianna Wittes of the Ypsilanti Public Schools. She wrote the following in summing up her justification for early intervention:

> Educators and psychologists .... agree that a child's motivation to achieve, and his inner controls are developed as a result of the way in which he has been raised at home. Yes - parents are a child's most important and influential teachers, long before he is ever exposed to school teachers, and all during the years in which he is going to school. It is the child-rearing practices used by parents which foster, or prevent, the desire to achieve and the inner controls necessary for achievement in their child.[4]

"The Mother is right on the hook, just where Frued put her." — B. White.

Burton White's Harvard Preschool Project has pointed out that the child's early environment was critical in developing the potentials of the child. White showed that mothers were the key to their children's intellectual development. He estimated that 90 percent of the mothers failed to provide adequate stimulation for their preschoolers past the first nine months. Mothers of babies who achieved remarkable competence were busier than the others and gave the baby only a little more than an hour of undivided attention during the course of a typical day. They seemed to intuitively grasp the need to explore and understand. They answered questions, listened to the baby's attempts at speech, and helped him try his hand at new skills, like self-feeding. They elaborated briefly from time to time and stimulated curiosity. They participated in spontaneous play. They showed respect for the child's intelligence.[5]

---

[3] Charles Nagel, Prescriptive Activities For Infants (Santa Barbara, California: Santa Barbara County Schools, 1973).

[4] Glorianna Wittes, The Nurturance Approach (San Raphael, California: Dimensions Co., 1969), p. 2.

In essence, what White discovered was that it was not the quantity of mothering that counted as much as the quality of mothering and that only ten percent of the mothers had the necessary skills to do an effective job.

---

[5] Marilyn Ferguson, The Brain Revolution: Frontiers Of Mind Research (New York: Taplinger Co., 1973) p. 265.

The findings of the studies done by White, Bruner, and others working in the area of early education, may well be, as Fred Wilhelms wrote in The School Administrator, "the great breakthrough of our time." He stated that only a handful of educators realize the significance of the discoveries about young children. He called for "a forcing of vivid response .... the awakening of precise perception, whether in the eyes or ears or fingertips. It includes endless attention to accurate, coherent, expressive language. It demands full play for creativity."[6]

The importance of an enriched early environment was supported by the exceptional Japanese teacher, Shinichi Suzuki, who has trained thousands of youngsters, many of them between the ages of three and six, to play the violin with amazing musicianship. His method included much listening to records, for he wanted children to learn to make music just as they learned to speak. "Talent is common," he said, "but a favorable environment is not .... All human beings are born with great potentialities. We must investigate methods through which all children can develop their talents. In a way, this may be more important than the investigation of atomic power."[7]

---

[6] Ibid.

Dr. J. Berry Brazelton has done much to aid parents in dealing effectively with their individual baby. He pointed out that babies develop differently and stimuli needed for optimum development and its application must vary according to individual needs.[8]

The essence of this practicum was put into sharp focus by Marilyn Ferguson when she recalled the *cri de coeur* in a postscript to Wind, Sand, and Stars.[9] Antoine de Saint-Exupery told of traveling in the 1930s on a train filled with Polish refugees leaving France. Between a work-worn peasant couple there lay a beautiful sleeping child. Saint-Exupery recalled bending over the child and exclaiming to himself that here was the face of a musician. "This is a life of beautiful promise. Little princes of legends are not different from this.

---

[7] Maya Pines, Revolution In Learning (New York: Harper and Row, 1967), p. xi.

[8] J. Berry Brazelton, Infants and Mothers - Differences In Development (New York: Delacorte Press, 1969).

[9] Op. Cit., Ferguson, pp. 265-7.

Protected, sheltered, cultivated, what could not this child become?"

After all, he thought, when a new rose is born in a garden, all gardeners rejoice over the mutation. They isolate the rose, tend it, foster it.

> But there is no gardener for men. This little Mozart will be shaped like the rest by the common stamping machine. This little Mozart will love shoddy music in the stench of night dives ....
>
> Those who carry the wound do not feel it. It is the human race and not the individual that is wounded here, is outraged here. What torments me tonight is the gardener's point of view. .... It is the sight, a little bit in all these men, of Mozart murdered.

This, then, was what this practicum was about -- developing gardeners of men.

THE SOLUTION

This project developed a parent training model to assist parents in communicating and stimulating their children, ages one month to 36 months. This model included a curriculum of prescriptive individualized activities, instructional strategies, and a materials section. Parents were trained by paraprofessionals, under the direction of professionals, to carry out instructional activities and to increase their children's development through learning activities in the cognitive, affective, and psychomotor areas.

THE DESIGN

The practicum was directed toward the successful accomplishment of specified goals. Objectives were developed to delineate the process in obtaining the goals, as well as establishing a time line for accomplishment. In addition, the evaluative criteria were established which served as the basis for the practicum's evaluation component.

GOAL 1.0

To acquire staff and facilities for the development of a model program to assist parents in communicating with and stimulating their young children.

Enabling Objectives

1.10 By September 1, 1974, professional and clerical staff members will be selected to prepare program.

1.11 Acquisition of facilities to house project will be accomplished by September 1, 1974.

1.12 Selection of Paraprofessionals will be completed by October 1, 1974.

Evaluative Criteria

1.20 Successful achievement will be evidenced by adherence to the dates indicated in the objectives.

GOAL 2.0

To develop program and materials necessary for the execution of the project.

Enabling Objectives

2.10 By November 1, 1974, manuals will be developed to aid the paraprofessionals in their duties and parents in their daily activities with their children.

2.11 By November 1, 1974, instruments will be developed and/or adopted to assess the children's developmental growth.

2.12 By October 1, 1974, preservice and inservice training will be developed for the training of paraprofessionals.

Evaluative Criteria

2.20 The objectives will be deemed achieved if materials and programs are available at stated times.

GOAL 3.0

To select candidates for participation in the program.

Enabling Objective

3.10 By November 30, 1974, approximately 90 families who will be representative of the community, will be enrolled in the program.

Evaluative Criteria

3.20 Successful accomplishment will be signified by actual enrollment forms of candidates accepted and their socio-economic and ethnic makeup of the district.

GOAL 4.0

To establish a process for obtaining comparative data.

Enabling Objective

4.10 By October 1, 1974, a process for the obtainment of data for the purpose of comparing the experimental high risk group and the experimental comparison group will be established.

Evaluation Criteria

4.20 Achievement of this goal will be acknowledged by the acceptance of the process design by the project evaluators.

GOAL 5.0

To establish a community advisory committee.

Enabling Objective

5.10 By November 30, 1974, a community advisory committee will be established. This committee will consist of individuals representing various agencies and institutions related to infant and parent welfare and education.

Evaluative Criteria

5.20 Achievement will be evidenced by the acceptance of the allied agencies' written or verbal agreement to participate in this project.

GOAL 6.0

To develop a plan for the implementation of the project into the regular educational program.

Enabling Objective

6.10 A plan for insertion of the project into the regular educational program will be submitted to the administration staff by January 10, 1975.

Evaluative Criteria

6.20 Acceptance of the plan by the school district's administrative staff will satisfy the above objective.

ROLES OF THE PROJECT STAFF

The staff consisted of the following positions:

1 - Director - Full time

1 - Resource Teacher - Full time

1 - Psychologist - .25 time

1 - Evaluator - .25 time

4 - Paraprofessionals - .75 time

1 - Secretary - Full time

The roles of project staff were as follows:

Director

a. Overall responsibility for the development, execution, and evaluation of the project.

b. Secured necessary staff and facilities.

c. Reviewed research and literature related to the project.

d. Developed instructional objectives by content and age level.

e. Developed instructional strategies by content and age level.

f. Developed, selected materials, and identified other resources by content and age level.
g. Developed evaluation plans by content and age level.
h. Developed a manual for parents.
i. Developed a training program for paraprofessionals.
j. Developed a manual for paraprofessionals.
k. Selected target and comparison groups.
l. Publicized project.
m. Developed forms and procedures for monitoring the project.
n. Established community advisory committee.

Resource Teacher

Assisted the director in activities related to training and supervision of paraprofessionals.

Psychologist

a. Assisted the director in selecting and developing diagnostic and prescriptive procedures and materials.

b. Served as a resource to staff and clients.

Evaluator

a. Assisted director in selection of target and comparison groups.

b. Assisted director in selection of procedures and instruments for evaluation.

c. Prepared evaluation data.

Paraprofessionals

a. Executed the project using the developed materials and training model.

b. Prepared data necessary for revision and evaluation of project.

Secretary

Executed activities necessary for the maintenance of records, payroll, and communications.

LIMITATIONS OF THE PRACTICUM

This project was limited to ninety (90) families with young children under the age of three years. They represented a cross-section of the population of the Sacramento City Unified School District with respect to race and socioeconomic background.

Seventy-four thousand, four hundred seventy-eight dollars ($74,478.00) of ESEA, Title III monies were acquired to fund the development of this project.

It was necessary to acquire housing and recruit and train personnel as neither were available at the beginning stages of the project.

The development of the project required one full year of staff time.

EXECUTION OF THE PRACTICUM

The director of the project made a needs assessment relevant to the development of a program for parents and their infants aged one month to 36 months and living within the attendance area of the Sacramento City Unified School District, Sacramento, California.

This assessment was accomplished through a search of the data concerning the district's population. The data was acquired through the district's Office of Research and Development. A search of the ERIC system and professional literature gave further direction and justification for the project.

Visitations to two similar projects were made by the director to seek information which might prove to be beneficial in developing the program. These projects were located in the cities of Redding and Santa Barbara, California. The Redding project involved pre-kindergarten identification of learning disabilities and early treatment. This visitation was useful in that it aided the director in the selection of evaluative instruments. The Santa Barbara project involved the educational intervention of three to five year olds (mostly Spanish speaking) and was basically a home start stimulation program. Much in the way of organization and the training of paraprofessionals was gleaned from the visitation.

ACQUISITION OF STAFF AND FACILITIES

The professional staff was acquired through the school district's Personnel Services Department.

The resource teacher had many years of experience working in preschool programs and with community children service agencies. Her services were acquired on a year-to-year basis.

The staff psychologist's and staff evaluator's services were negotiated with their respective department heads.

The secretary was interviewed and selected based upon her clerical skills and familiarity with innovative projects.

The professional and clerical staff were acquired by September 1, 1974. (Enabling Objective 1.10 accomplished.)

Facilities to house the project were acquired through the Sacramento Public Housing Authority at no cost to the school district. A suite of five offices and laboratory were given to the project with the verbal proviso that families housed near the facility be served by the project. This was accomplished by September 1, 1974. (Enabling Objective 1.11 accomplished.)

Four paraprofessionals were selected from 12 candidates. They were selected on the basis of their training, cultural, and language backgrounds, and their effective use of communication skills. The selection of the paraprofessionals was completed by October 1, 1974. (Enabling Objective 1.12 accomplished.)

MANUALS, INSTRUMENTS, AND TRAINING

A paraprofessional's manual was developed to aid the parent educators in training their parents and children (Appendix A).

A manual for parents to use with their children in their daily activities was also produced (Appendix B).

The manuals contained the content of the program and were printed for distribution on November 1, 1974. (Enabling Objective 2.10 accomplished.)

Developmental assessment instruments were adopted for use in diagnosing the infants developmental levels and their parents' parenting skills. They were the Receptive-Expressive Emergent Language Scale for measuring language skills in infancy (Appendix C), the HOME Inventory for home observation (Appendix D), and the Denver Developmental Screening Test (Appendix E). These instruments were adopted and acquired by November 1, 1974. (Enabling Objective 2.11 accomplished.)

The paraprofessionals were given preservice training which included the use of materials, parent conferencing techniques, administrative procedures, and techniques for working with infants. Inservice training plans were made which included the use of diagnostic instruments, community resources, and sociological role playing techniques. These activities were completed by October 1, 1974. (Enabling Objective 2.12 accomplished.)

SELECTION OF PARTICIPANTS

The selection of participants was made during the month of November, 1974. Schools representing a cross-section of the school district were selected and letters seeking applicants were sent through those schools (Appendix F). From the response of the applicants, 90 families were selected as participants. These participants were divided into two groups, the comparison group which consisted of children with normal developmental potential and the experimental group which was made up of infants considered to be "high risk" in that they were lacking something in their physical or social environment that would tend to lower their developmental potential. (Enabling Objective 3.10 accomplished.)

PROCESS FOR OBTAINING COMPARATIVE DATA

A process for the obtainment of comparative data was developed whereby the paraprofessionals would administer the selected assessment instruments to the clients at four month intervals. The data collected would then be broken down in terms of six month age spans of the participants and comparisons made accordingly. This process was deemed valid and acceptable by the project evaluator. (Enabling Objective 4.10 accomplished.)

COMMUNITY ADVISORY COMMITTEE

The management strategy used in establishing the PALS Community Advisory Committee was to include as many agencies as possible which could bring their resources to bear on as many components of the project as possible.

Letters, together with descriptive brochures (Appendix G), were mailed to prospective agencies requesting a representative be assigned to the Advisory

Committee. The agencies were most cooperative and many assigned representatives. Participating parents were also represented on the committee. The committee had its first meeting in November 1974. (Enabling Objective 5.10 accomplished.)

IMPLEMENTATION PLAN - REGULAR PROGRAM

A plan, whereby the project could become part of the regular ongoing education program of the district, was submitted to the Administrator of Adult Education (Appendix F). It was subsequently approved and the program was offered as part of the regular district curriculum. This was completed by January 10, 1975. (Enabling Objective 6.10 accomplished.)

EVALUATION

Evaluation of the project was based on the compliance with the specified criteria established in the design.

A competency-based checklist (The HOME Inventory) was used to assess the parent training and infants' environment. The infants' developmental growth was measured on a criterion-reference basis. The REEL and the Denver Developmental Screening tests were used for that purpose.

A hypothesis was developed which stated that if high risk infants were given the same treatment as their normal counterparts, they would make greater developmental growth because of their greater potential for growth.

A comparison design was developed and the infants were administered the assessment instruments before and after a four month interval of treatment.

The training of paraprofessionals was an important component of the project and they assessed the effectiveness of their training after a time of working with parents and infants and made recommendations for their future training.

The development of the Community Advisory Committee was based on the need to acquire additional resources and garner the support of allied agencies. An assessment of the committee members was made to evaluate their commitment to and establish their interest in the project.

RESULTS OF THE PRACTICUM

I. STAFFING

The acquisition of staff was accomplished through the process of writing specifications of job requirements, advertising the positions, interviewing candidates, and selecting the best qualified personnel. The selection of paraprofessionals posed a unique problem in that there were no previous job specifications available to emulate. In order to provide the kinds of services required, with the least amount of pre-service training, it was necessary to employ paraprofessionals with previous training in child growth and development; who represented the ethnic group they would serve; who were fluent in the language commonly used by their clients; and who were able to communicate effectively. The project director sought the assistance of the resource teacher and allied agencies in locating and selecting these personnel.

II. HOUSING

In order to acquire adequate housing for the project staff, it was necessary to go outside the school district, as no appropriate facilities were available. The Sacramento Housing Authority was contacted and they were most generous in allowing the project to be housed in one of their units at no cost (Appendix I).

III. PARAPROFESSIONALS' HANDBOOK

A handbook for use by the paraprofessionals was developed by the professional staff. It included the philosophy of the project, operational procedures, resource materials, forms, and a bibliography of films, books, and pamphlets. The purpose of the manual was to give the paraprofessionals a reference book with guidelines and resources available for their use.

IV. PARENTS' HANDBOOK

A handbook was developed for use by parents. It was divided into 14 sections under the following topics: Philosophy, Goals For Children, Goals For

Parents, Behavior, Dialogues For Parents, Health Needs, Health Information, Growth and Development, Language Environment, Sources of Stimulation, Home Lessons, Observations, Community Resources, and Bibliography. This handbook was distributed to all participating parents. Key activities listed in the handbook were translated into Spanish and Chinese.

V. SUPPLEMENTAL MATERIALS

Developmental toys, children's books and records, parents' books, and some films were purchased to supplement the instructional program. A system for cataloging, storing, and retrieval was established. These materials were selected by the staff and used directly with the clients. A monthly newsletter and other materials were mailed to participating families (Appendix J).

VI. SELECTION OF ASSESSMENT INSTRUMENTS

Finding appropriate assessment instruments for measuring infant development as well as effectiveness was difficult, therefore, limiting selection.

The HOME observation form was selected for use in assessing parent effectiveness. The Receptive-Expressive Emergent Language Scale was selected to measure the language development of the infants. The Denver Developmental Screening Test was chosen to best measure the children's growth and development.

VII. PARAPROFESSIONAL TRAINING

The paraprofessionals were given extensive preservice and inservice training during the developmental portion of the project. Training activities included the use of diagnostic instruments, materials and equipment, administrative procedures, techniques for working with parents and children, the use of community resources, and sociological role playing. The paraprofessionals indicated that their training prepared them well for their roles in the project. They were asked to rate the activities as to the appropriateness for their jobs (Appendix K). They found them all appropriate and wished to continue the inservice training. (See Table I.)

TABLE I

PARAPROFESSIONALS RESPONSES TO QUESTIONNAIRE REGARDING THE QUALITY AND NEEDS OF THEIR INSERVICE TRAINING

1. How would you rate your inservice?

Number of Responses	Comment
2	Excellent
2	Good

2. What opportunity was of most value to you?

Comments:

a. "John McFadden gave me an opportunity to understand more about school-community relations."

b. "Many problems have been solved for me by listening to others and exchanging ideas on how to deal with problems."

c. "The opportunity of learning more in the area of early childhood education."

d. "Seeing and exchanging ideas and experiences in the community."

3. What particular sessions of inservice were helpful?

Comments:

a. "Dr. Leman and Bertha's weekly meetings."

b. "All sessions were helpful."

c. "Dr. Leman's meetings and field trips to community agencies."

d. "Meetings with the social worker (Bertha) in self-evaluation."

TABLE I (Continued)

4. What suggestions would you have for PALS inservice?

   Comments:

   a. "More information on children's literature, activities for one to 12 month olds, and children with disabilities.

   b. "Have longer sessions."

   c. "More work in the area of early identification of disabilities."

   d. "More sharing of ideas among the paraprofessionals."

5. How valuable have the field-placement students from the college been to you?

   Comments:

   a. Very good

   b. Excellent

   c. Good (2)

6. Inservice by Dr. John Platt, on the Rudolph Dreikur's Approach To Discipline is planned for spring 1975, available to staff and parents. What other types of opportunities would you suggest for parents?

   Comments:

   a. "More information about early childhood education."

   b. "Sexism in education - the division of sex roles in raising children."

   c. "Field trip to U.C. Berkeley Child Study Center."

   d. "Self-evaluation techniques for parents."

TABLE I (Continued)

7. Inservice for staff in spring only, will focus on curriculum development for PALS. What specific areas are of interest to you?

Comments:

a. "One to 12 month activities."

b. "Language development activities."

c. "Activities for the very bright child."

d. "Activities for new-borns."

VIII. SELECTION OF PARTICIPANTS

In order to enroll 90 families, who would represent the socioeconomic strate of the school district, it was necessary to devise a strategy to achieve this end. Of the options available, it was decided that a census of elementary school children in selected schools with infant brothers and sisters be taken. The results of the census indicated that there were approximately 300 infants residing in the selected school attendance areas. Letters were prepared in English, Spanish, and Chinese. These letters were went along with an enrollment form and self-addressed envelope. As a result, over 125 applications were received and screened by the project team and 90 families were admitted to the program. The response of parents (42%) indicated to the staff that there was an apparent need for a program of this nature. Other agencies and pediatricians also referred candidates.

The ethnic background of the participants indicated that an excellent sample of the district's population was enrolled in the program. (See Table II.)

The design for measuring the developmental growth of the target population was of two facets.

TABLE II

A COMPARISON OF THE ETHNIC BACKGROUND OF PARTICIPANTS AND THE DISTRICT'S STUDENTS

ETHNIC BACKGROUND	DISTRICT PERCENTAGE	PERCENTAGE OF PARTICIPANTS
Black	18.2	16.0
Oriental	8.4	10.0
Chicano	13.1	15.0
Other Non-White	2.7	1.5
White	57.6	57.5

The first was to measure each individual at four month intervals using the selected assessment instruments. An individual chart was prepared for each participant and their progress charted (Appendix L). The purpose of this procedure was to diagnose and prescribe.

The second thrust of the design was planned to compare the experimental comparative group and the experimental high risk group so that conclusions about the need of early stimulation might be tested.

IX. RESULTS OF THE COMPARATIVE TESTING

For all intents and purposes, the infants participating in the PALS project were equally divided into two groups. The first group was identified as the experimental "comparison" group. This group represented children who showed normal development as measured by the selected assessment instruments. The second group was labeled the experimental "high risk" group. Indications of the pretesting showed developmental lags and/or physical and social environments which were not conducive to normal development of these infants.

It was hypothesized that if the high risk children were given the same treatment as the comparison children, they would develop at a faster rate because of their greater potential for growth.

Each group was divided into six subgroups according to their chronological age. Six month age spans were used for this purpose. The reason for this division was to give direction for the development of future learning episodes for those age groups.

Personal-Social Development

There was a significant growth in the high risk group's 13-18 month age and 19-24 month age subgroups. Children in these groups gained five and six months growth respectively during the first four month test period as compared to the comparison group's three month growth. (See Table III.) There was no significant difference in the other four subgroups.

TABLE III

A COMPARISON OF THE PERSONAL-SOCIAL GROWTH OF THE EXPERIMENTAL GROUPS

Experimental Comparison Group					Experimental High Risk Group			
Age Group (Months)	Average Age October	Pre	Post	Δ P-P	Average Age	Pre	Post	Δ P-P
1-6	4	4	7	3	4	4	7	3
7-12	10	10	12	2	9	9	12	3
13-18	15	15	18	3	15	14	19	5
19-24	22	22	25	3	22	22	28	6
25-30	27	26	30	4	27	26	30	4
31-36	33	34	35	1	34	34	35	1

Gross Motor Skills Development

All of the experimental high risk subgroups exceeded the growth of the comparison group at the rate of 2.8 months overall despite the fact that their average developmental ages at the time of the pretest were the same or lower. (See Table IV.)

TABLE IV

A COMPARISON OF THE GROSS MOTOR SKILLS DEVELOPMENT OF THE EXPERIMENTAL GROUPS

	Experimental Comparison Group				Experimental High Risk Group			
Age Group (Months)	Average Age October	Pre	Post	Δ P-P	Average Age	Pre	Post	Δ P-P
1-6	4	4	6	2	4	3	7	4
7-12	10	10	12	2	9	8	14	6
13-18	15	15	18	3	15	14	19	5
19-24	22	22	25	3	20	22	26	4
25-30	27	27	30	3	26	26	31	5
31-36	33	33	34	1	33	33	36	3

Fine Motor Skills Development

Gains in the experimental high risk 1-6 months, 13-18 months, 19-24 months, and 25-30 months subgroups exceeded those of the like comparison subgroups in the development of fine motor skills. (See Table V.)

TABLE V

FINE MOTOR SKILLS DEVELOPMENT OF THE EXPERIMENTAL GROUPS

Experimental Comparison Group					Experimental High Risk Group			
Age Group (Months)	Average Age October	Pre	Post	Δ P-P	Average Age	Pre	Post	Δ P-P
1-6	4	4	6	2	4	3	6	3
7-12	10	10	13	3	9	9	12	3
13-18	15	15	18	3	15	15	19	4
19-24	22	22	25	3	22	20	26	4
25-30	27	27	30	3	27	26	30	4
31-36	33	33	34	1	34	33	33	0

Receptive Language Development

The experimental high risk subgroup 13-18 months made the greatest strides in receptive language development. Seven months growth was shown by this group and in all cases, the high risk group showed more growth than the comparison group. (See Table VI.)

TABLE VI

COMPARISON OF THE RECEPTIVE LANGUAGE DEVELOPMENT OF THE EXPERIMENTAL COMPARISON GROUP AND THE EXPERIMENTAL HIGH RISK GROUP

Experimental Comparison Group					Experimental High Risk Group			
Age Group (Months)	Average Age October	Pre	Post	Δ P-P	Average Age	Pre	Post	Δ P-P
1-6	4	6	8	2	4	4	7	3
7-12	10	11	14	3	9	9	13	4
13-18	15	17	22	4	15	14	21	7
19-24	22	26	29	3	20	22	27	5
25-30	27	31	35	4	26	25	29	4
31-36	33	35	36	1	33	33	36	3

Expressive Language Development

Subgroups 13-18 months and 19-24 months of the experimental high risk group made the greatest developmental growth in expressive language (6 months) of all subgroups of either experimental group. However, the high risk subgroups 25-30 months and 31-36 months continued to lag behind expected development. (See Table VII.)

TABLE VII

EXPRESSIVE LANGUAGE DEVELOPMENTAL COMPARISON OF EXPERIMENTAL GROUPS

Experimental Comparison Group					Experimental High Risk Group			
Age Group (Months)	Average Age October	Pre	Post	Δ P-P	Average Age	Pre	Post	Δ P-P
1-6	4	5	8	3	4	4	7	3
7-12	10	10	14	4	9	9	13	4
13-18	15	17	21	4	15	14	20	6
19-24	22	24	28	4	20	21	27	6
25-30	27	29	33	3	26	24	26	2
31-36	33	35	36	3	33	31	34	3

HOME Inventory (Physical Environment

Results of the HOME Inventory test indicated (raw score) that there was significant improvement in the home environments of the experimental high risk group, particularly within the subgroup 19-24 months. In this group, 16 raw score points were gained. It was noted that children in this subgroup also made significant gains in all developmental areas tested. Conversely, those in the high risk subgroup 31-36 months actually attained four fewer raw score points on the posttest than the pretest and likewise their development was not as great as the other subgroups. (See Table VIII.) This led to the conclusion that an enriched and stimulating home environment is necessary for optimum developmental growth.

TABLE VIII

COMPARISON OF THE HOME INVENTORY
RAW SCORES OF THE EXPERIMENTAL GROUPS

Experimental Comparison Group					Experimental High Risk Group			
Age Group (Months)	Average Age October	Pre	Post	Δ P-P	Average Age	Pre	Post	Δ P-P
1-6	4	35	40	5	4	23	24	1
7-12	10	36	38	2	9	35	41	6
13-18	15	37	42	5	15	34	36	2
19-24	22	43	43	0	20	28	44	16
25-30	27	42	42	0	26	18	23	4
31-36	33	44	44	0	33	32	28	-4

Findings of Testing

The experimental righ risk group averaged 1.4 months more growth than did the experimental comparison group at the conclusion of the four month treatment period. The high risk subgroup 19-24 months achieved the most growth (6.8 months) with a difference of 4.1 months growth from that of it parallel comparison subgroup. High risk subgroup 31-36 months had the least growth and actually lagged by .3 month behind its parallel comparison subgroup.

It appeared from the data that the PALS project was most effective in dealing with infants that fell into the seven month to 30 month age range and least effective in dealing with the one to six month and the 31-36 month age ranges. (See Table IX.)

X. ESTABLISHMENT OF THE COMMUNITY ADVISORY COMMITTEE

The PALS Community Advisory Committee represented many local and state agencies who provided the project with information as well as many resources which were used with the various components

TABLE IX

COMPARISON OF EXPERIMENTAL COMPARISON AND EXPERIMENTAL HIGH RISK GROUPS AND SUBGROUPS BY TEST RESULTS

	Personal-Social		Gross Motor		Fine Motor		Receptive Language		Expressive Language		HOME Inventory			
Age Group Months	E.C.G	E. H-R G.	E.C.G.	E. H-R G.	E.C.G.	E. H-R G.	E.C.G.	E. H-R G.	E.C.G.	E. H-R G.	E.C.G.	E. H-R G.	Subgroup Comparison	Average High Risk Subgroup Gain Over Comparison
1-6	3	3	2	4	2	3	2	3	3	3	5	1	2.8 H-R 2.8 Com	0
7-12	2	3	2	6	3	3	3	4	4	4	2	6	4.3 H-R 2.7 Com.	1.6
13-18	3	5	3	5	3	4	4	7	4	6	5	2	4.9 H-R 3.7 Com.	1.2
19-24	3	6	3	4	3	4	3	5	4	6	0	16	6.9 H-R 2.7 Com	4.1
25-30	4	4	3	5	3	4	4	4	3	2	0	4.	3.9 H-R 2.8 Com	1.1
31-36	1	1	1	3	1	0	1	3	3	3	0	-4	1.0 H-R 1.3 Com	-.3
Average Growth	2.2	3.7	2.3	4.5	2.5	3.0	2.8	4.3	3.5	4.0	2.0	4.2		
E. H-R G Gain Over E.C.G.	1.5		2.2		.5		1.5		.5		2.2			

TOTAL AVERAGE GAIN OF EXPERIMENTAL HIGH RISK GROUP OVER EXPERIMENTAL COMPARISON GROUP

1.4 MONTHS

of the project (Appendix M). A questionnaire for committee members, pertaining to their involvement and resources, was presented as a means of focusing upon the project (Appendix N). The results of the questionnaire indicated a vital interest and commitment on the part of the committee. (See Table X.)

XI. IMPLEMENTATION PLAN FOR INSERTION INTO THE REGULAR PROGRAM

The Adult Education Program of the school district was selected as the point of entry into the regular program. The reason for this was that the nature of the program dealt basically with parents and thus funding would be available for implementation.

After consulting the Administrator in charge of Adult Education and an official request made, permission was granted and the implementation of the project was a reality (Appendix H).

TABLE X

COMMUNITY ADVISORY COMMITTEE MEMBERS' RESPONSES TO QUESTIONNAIRE REGARDING THEIR INVOLVEMENT AND RESOURCES

I. What has been most meaningful to you in your involvement in the PALS project?

No. of Responses	Response - Summation
13	The opportunity to serve in a new project which directly serves families in the community.
4	Expanding agency resources to reach more people.
1	Learning of other agencies, services and resources.

II. What directions would you like the work of the committee to take?

No. of Responses	Response - Summation
5	Look into means of implementing project throughout state (legislation).
4	Seek out more resources, particularly from the private sector.
4	Do more in the way of publicity.
3	Enlarge committee to include more representatives from the business community.
2	No comment

TABLE X (Continued)

III. What new community resources would you like represented on the committee?

No. of Responses	Response - Summation
5	Juvenile Division of Police Department
4	Representative from the Black Caucus or other black organization
3	State Department of Education Early Childhood Education Section
6	No comment

IV. What professional contributions would you like to make to work of PALS?

No. of Responses	Response - Summation
8	Workshops, individual consultations with clients and staff.
5	Help with publicity.
5	Provide sources of information and materials.

SUMMARY

The purpose of this practicum was to develop a parent training model to give parents of infants the skills and strategies necessary to assist their children to reach maximum development during preschool years. The training model included a curriculum of prescriptive, individualized activities, and instructional strategies designed to increase child development so as to promote the likelihood of future school success. The parents were trained in their homes by paraprofessionals. The parents in turn assisted their children with learning activities on a daily basis. The paraprofessionals visited the parents on a weekly basis. Supportive services were provided by a staff of professionals (Director, Psychologist and Early Childhood Resource Teacher).

Funding for this project was acquired through an ESEA, Title III grant.

A search of the literature and visits to like projects were made by the project director. Goals and objectives were constructed and a time line was established for the development of the project.

Staff, facilities, and equipment were obtained and manuals were developed. Competency-based assessment

instruments were selected which related to the instruction provided and a checklist for assessment of the home environment was adopted.

A community advisory committee was established which encompassed many local and state agencies as well as parents. The purpose of the committee was to bring additional resources to bear on the project.

Selection of the participants was based on the socio-ethnic makeup of the school district. This was accomplished by soliciting participants from a representative corss-section of elementary schools. A control group was established by using parents and infants serviced by the County Health Service.

Insertion of the project into the regular program was made through the Adult Education Department of the school district. Dissemination of the findings of the project will be made through the usual ESEA projects' dissemination method.

Evaluation of the development of the project was based on the completion and compliance with the specified criteria. A competency-based checklist was used to assess parent training. Infant development was on a criterion-referenced basis relative to their development.

A comparative study was made of normal potential infants and high risk infants to determine whether or not the project's treatment would aid the high risk infants in making developmental growth at a greater rate than that of comparative counterparts. The results appeared to be positive.

The paraprofessionals evaluated their training and made recommendations for their future training.

The Community Advisory Committee members assessed themselves in terms of their input and commitment to the project.

Analysis of the findings revealed that the project had achieved the goals of the practicum which was to develop a parent training model to give parents of infants the skills and strategies necessary to assist their children in reaching maximum development during preschool years. Further analysis of the test data indicated that the project did help high risk infants in making up lagging development skills.

Necessary policies and procedures were developed to gain additional resources.

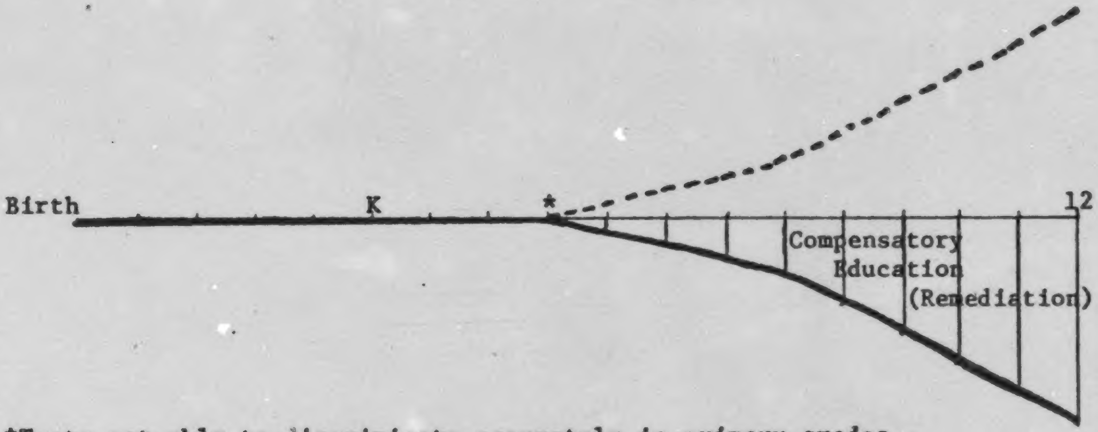
The project was accepted by the school district and assurances were given that the program developed would continue as a part of the regular ongoing program.

RECOMMENDATIONS

There is a widely held belief among many educators today that when children enter the kindergartens of our schools they are academically equal for all intent and purpose. As they proceed through the grades, those children coming from the lower socioeconomic and culturally different segment of the population begin to lag behind the other children. Therefore, it would appear logical that the schools should develop remedial programs to help those lagging children compensate for their shortcomings. (See Figure 2.)

FIGURE 2

COMMONLY HELD ASSUMPTION



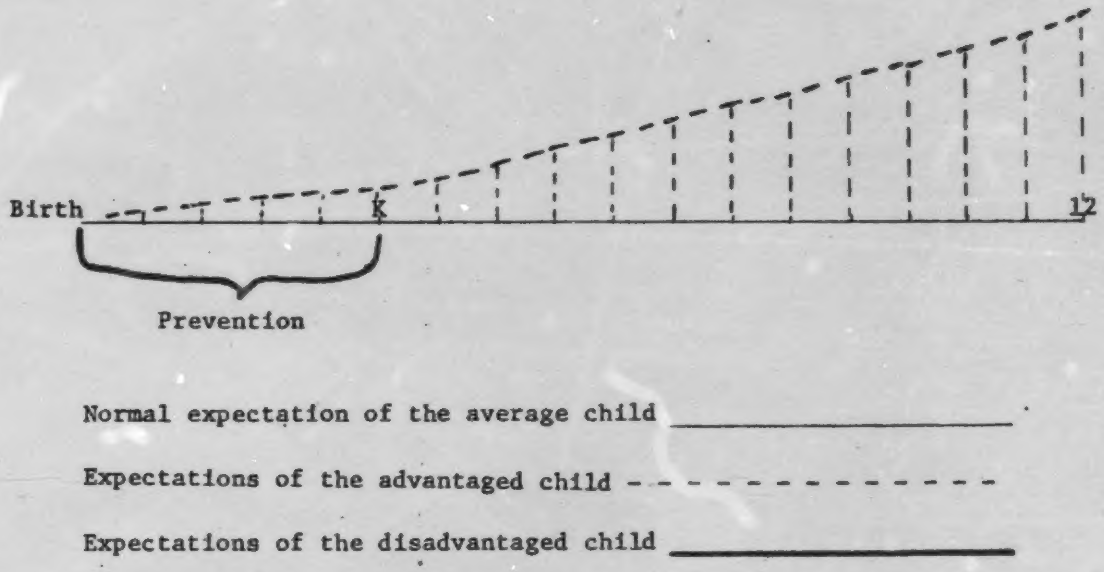
*Tests not able to discriminate accurately in primary grades.

Normal expectation of the average child: ————————
Expectations of the advantaged child - - - - - - - - - - -
Expectations of the disadvantaged child ————————

This practicum addressed this rationale in a different manner. It was felt that to assume all children were equally prepared upon entering kindergarten was not valid becuase of the findings of research regarding child development which indicated there was overwhelming evidence to the contrary. Children varied greatly in areas of physical and intellectual development at age five and these differences were dependent upon their early stimulation or lack of it in their home setting. (See Figure 3.)

FIGURE 3

PALS GOAL



Prevention and not remediation was assumed to be the measure needed to reduce the academic lag of children.

The home, the child, and the school are assumed to be the holy trinity of education. Therefore, one cannot be treated effectively without the treatment of the other two.

It is recommended that this program be adopted by the school district as a means of reducing the academic lag of target children and that the project information be made available to other districts as a parent training model.

The second recommendation is that a longitudinal study of this practicum be made by the school district and the results be presented to the State Board of Education for the purpose of proposing legislation which would financially support the development of like programs throughout the state.

APPENDIX A

PARENT ASSISTED LEARNING STRATEGIES

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SACRAMENTO, CALIF.

PARENT EDUCATOR'S HANDBOOK

E.S.E.A., TITLE III

Sacramento City Unified School District

Personnel Services

Staff Training Serices Department

Board of Education

Grant Bennett, President
Thomas Chinn, Vice President
D. Jackson Faustman
Eva Garcia
Judy Kerri
Hugh F. Melvin
William G. Rutland

Administration

Joseph H. Lynn, Superintendent
, Deputy Superintendent
Robert N. Hansen, Assistant Superintendent
Personnel Services
Fred J. Stewart, Administrator
Staff Training Services/Summer School Departments
John H. Schrock, Coordinator
Parent Assisted Learning Strategies
Marilyn Geraty, Demonstration Teacher

PREFACE

Parents and early learning experiences within the family are among the most important influences shaping personality and affecting the behavior of every child. The parent is a child's first and most important teacher.

The general objective of Parent Assisted Learning Strategies is to enable parents to become more effective agents in the development of their children's skills and appropriate behaviors. Such a program, based in the home situation, assumes that learning is an ongoing process wherein both parent and child experience successful growth.

PARENT ASSISTED LEARNING STRATEGIES

PROJECT STAFF

Administrator, Staff Training Services Department

Project Coordinator

Resource Teacher

Psychologist

Evaluator

Parent Educators

Consultants

TABLE OF CONTENTS

Title Page

Administration ii

Preface iii

Project Staff iv

Table of Contents v

Project Description and Justification 1

The Parent Educator 6

Goals for the Parent Educator 10

Working With Parents 16

Home Visits 19

Growth, Development, and Assessment 23

Curriculum and Learning Theories 37

Parents Learning Together 48

Community Resources 53

Records and Forms 58

Bibliography: Films, Books, Pamphlets 82

Project Description and Justification

1

PROJECT DESCRIPTION AND JUSTIFICATION

Project Description:

The Parent Assisted Learning Strategies (PALS) project is founded on the notion that intervention is most effective when it occurs early and that the home setting is the logical place for such early intervention. Parents are their children's first and natural teachers, and with greater awareness, assistance, and direction can provide an enriched home environment that enhances their children's potential for success in school and later life.

This project focuses on a target population of children who range from one to 36 months of age and their parents. Substantial numbers of youngsters in the Sacramento City Unified School District experience limited success in their early years of formal schooling; and as a result, they spend much of their lives trying to "catch up" -- some make it, but many do not. The success potential for many pupils is reduced by what they bring to school in terms of interest, attitudes, and prior learnings. Limited experiences from birth to five years of age place children at a disadvantage at the time they enter school, and these limitations force them into the "catch up" situation. Some of these children suffer physical handicaps, but others suffer from learning disabilities that may have been reduced or reversed through early diagnosis and intervention. Many children, therefore, are not prepared to enter the formal school setting and compete with their peers or cope with the situation with an equal opportunity for success.

The Needs:

Knowledge of child development tells us that the period from birth to school entry is a period of extremely rapid growth and development. Physical growth and psychomotor development are obvious, as are cognitive growth and the development of communication skills. During this period the child becomes a social being, developing feelings, attitudes, interests, emotions, and patterns of behavior relative to his peers and other social groups.

For those children who enter school in need of remediation, there is certainly a discrepancy between "what is" and what is required for success in school. This discrepancy or need suggets intervention at some point prior to school entry. Those children who might enter school with developmental deficiencies need some form of early preschool intervention if they are to have equal educational opportunity within the current school setting. Parents need to teach their children to talk, to listen, to follow directions; but how many parents deal systematically with basic concepts. Too many parents subscribe to the notion of automatic development, and wait for the schools to teach their children. How many parents have the skills and strategies necessary to help their children reach maximum development in the preschool years? There is a need for parental training and the development of instructional models for use in the home by parents which would provide the necessary resources to develop the instructional strategies and materials for the parent training model.

Major Objectives:

The PALS project is to develop a parent training model to train parents to communicate more effectively with their children in the home. This training model will include a curriculum of prescriptive individualized activities, instructional strategies, and a materials section. Parents will be trained to carry out instructional activities, and to increase child development through home learning activities in the cognitive, affective, and psychomotor areas so as to enhance future school success potential.

Activities to Achieve Objectives:

Paraprofessionals will train parents in the use of the PALS manual with their children. Parents will be trained in the home and will assist their children with learning activities on a daily basis. Paraprofessionals, called parent educators, will visit parents and children on a weekly basis. Professional, psychological, and early childhood educational consultant services will be used to support these activities.

Evaluation Strategy:

Developmental activities will be assessed on the basis of their completion and compliance with specified criteria. Parent training will be assessed by means of a competency-based checklist. Pupil development will be assessed on a criterion referenced basis relative to the instruction provided, and development in general will be compared to that of a comparison group.

Evaluation Findings:

Noted psychologists as Hunt, Bloom, Bruner, and Piaget have strongly indicated that the early years of development are significant ones. For the most part, these years are spent in the home. The following assumptions are made about the learning situation: "(1) Attitudes toward learning are learned primarily at home, and the home is thus a central learning place; (2) the parent's self-esteem, attitudes toward school, expectations for success, and provisions of experience influence a child's performance, attitudes and self-esteem; (3) children learn best when home and school share in the educational experience; (4) children learn best when their own subculture is respected and finds potency both in the classroom and in the general operation of the school; (5) parents themselves gain in self-esteem and feelings of competence when they see themselves able to teach their own children, to teach others, and to function as decision makers in all aspects of the program; and (5) when parents are actively involved in the education of their children, they will continue to enhance the child's growth and their own activity after the formal program ends" (Ira Gordon, 1971).

Program:

Parent Assisted Learning Strategies program is staffed by a project coordinator, resource teacher, psychologist, evaluator, paraprofessionals, and consultants. The project engages a scheme of developing curriculum, instructional strategies, a parent training model, pre and inservice parent education, early childhood education, management and evaluation.

The project coordinator is responsible for overall management of the program. The resource teacher assists in the development of learning materials, manuals, and inservice training. The psychologist serves as liaison between paraprofessionals, parents, and coordinator in testing and counseling. The evaluator is responsible for an evaluation design and project assessment. The consultants give input in areas of need. The paraprofessionals, called parent educators, relate directly with the parents and children enrolled in the program. This is a home-based project based on the concept of early intervention. Such home intervention is designed to proceed on a regular weekly home visit with additional opportunities for socialization and parent education in a group situation. Parent educators will assist in preparing planned learning episodes to encourage skills in infants and toddlers and will take part in the testing program.

Staff meetings and inservice are planned on a regular basis to improve staff skills. A Community Advisory Council will assure input from parents in the community.

AS A P.A.L.S. PARENT EDUCATOR,
WHAT DO I DO?

Focus yourself, your knowledge on
that special parent and child
assigned to your loving care.

- EMPATHY -

A prime quality of an effective PALS staff member

Empathy is being, listening, feeling, seeing;

Being in emotional tune with another;

Listening with three ears, feeling another's feelings,
seeing silent tears;

Empathy is not analytical; empathy is believing,
understanding, accepting, recognizing;

Believing in the worthwhileness of yourself and others,
understanding how difficult it is to be;

Accepting the kaleidoscope of humaness, recognizing the
different drumbeats to which others march;

Empathy requires personal authenticity; empathy is
allowing, giving, sharing, caring;

Allowing someone to reach out and touch you emotionally;

Giving of oneself, sharing a deep, interpersonal
relationship, caring enough to become involved;

Empathy is seeing others in yourself and yourself in
others.

-- Robert R. Ogle

A PARENT EDUCATOR'S DAY --
GOOD USE OF TIME AND TALENTS

- SCHEDULE YOUR DAY: MAKE AND KEEP APPOINTMENTS ON TIME. FIRMNESS IN ENCOURAGING PARENT RESPONSIBILITY IN COOPERATION WITH APPOINTMENT PLANNING IS HELPFUL.

- PLAN YOUR LEARNING EPISODES CAREFULLY SO THAT THEY MEET THE NEEDS OF PARENTS AND CHILDREN.

- RECORD YOUR VISITS WHILE IMPRESSIONS ARE FRESH AND KEEN IN YOUR THOUGHT.

- PLAN FOR FOLLOW-UP VISITS.

- EXTEND YOURSELF TO PARENT AND CHILDREN SO THAT THE LEARNING EXPERIENCE IS APPROPRIATE AND MEANINGFUL.

Goals For The Parent Educator

GOALS FOR PARENT EDUCATOR

1. To provide a rich educational and cultural experience for infant and toddler children and their parents of various socio-economic levels
2. To meet parents as individuals in their homes, recognizing their needs by accepting, supporting and extending their unique qualities in providing a warm environment for optimum growth
3. To expand parents' understanding of themselves, their children, their relationship to their children and family
4. To help parents apply successful learning experiences in the home, which cause positive feedback and build parent-child attachment wherein a parent may be his own child's best teacher
5. To assess health, growth, and development needs, and provide referral and follow-up services as recommended
6. To assist in the resolution of home and family problems through early intervention and appropriate referral
7. To expand understanding of the larger community

Specific Objectives:

1. To compensate for learning deficits in the young child:
    a. by providing a variety of auditory, visual, and conceptual stimuli
    b. by encouraging him to think, reason, and question
    c. by increasing his spoken and conceptual vocabulary
    d. by helping him to speak clearly and listen attentively
    e. by providing opportunities for self-expression through speech, dramatic play, rhythms, music, and other creative activities
    f. by stimulating curiosity about the wider world around him

   g. by giving him opportunities to hear, enjoy, and appreciate the beauty of our language in words and rhyme
   h. by improving his ability to see, to hear, to differentiate, to attend, to remember, to work independently in order to succeed in school

2. To improve the child's health and nutrition:
   a. by encouraging medical and dental examinations, preschool vision and auditory screening, and referral for needed services and follow-up
   b. by providing toys, equipment, and activities which assist in the development of both large and small muscles

3. To provide a rich and varied background of experience by encouraging frequent field trips: nature and neighborhood walks, bus trips

4. To help the child develop ego strength and a satisfying concept of self:
   a. by giving him opportunities to see and hear himself and to understand that he is a distinct and unique individual
   b. by providing enough opportunities for close, warm, accepting relationships that he is able to perceive himself as valued
   c. by providing opportunities for the child to have successful experiences and particularly to experience success in the mastery of new ideas and skills
   d. by attempting to communicate effectively to his parents the importance of helping the child to have successful experiences so that he may feel valued and respected, and know that he is loved

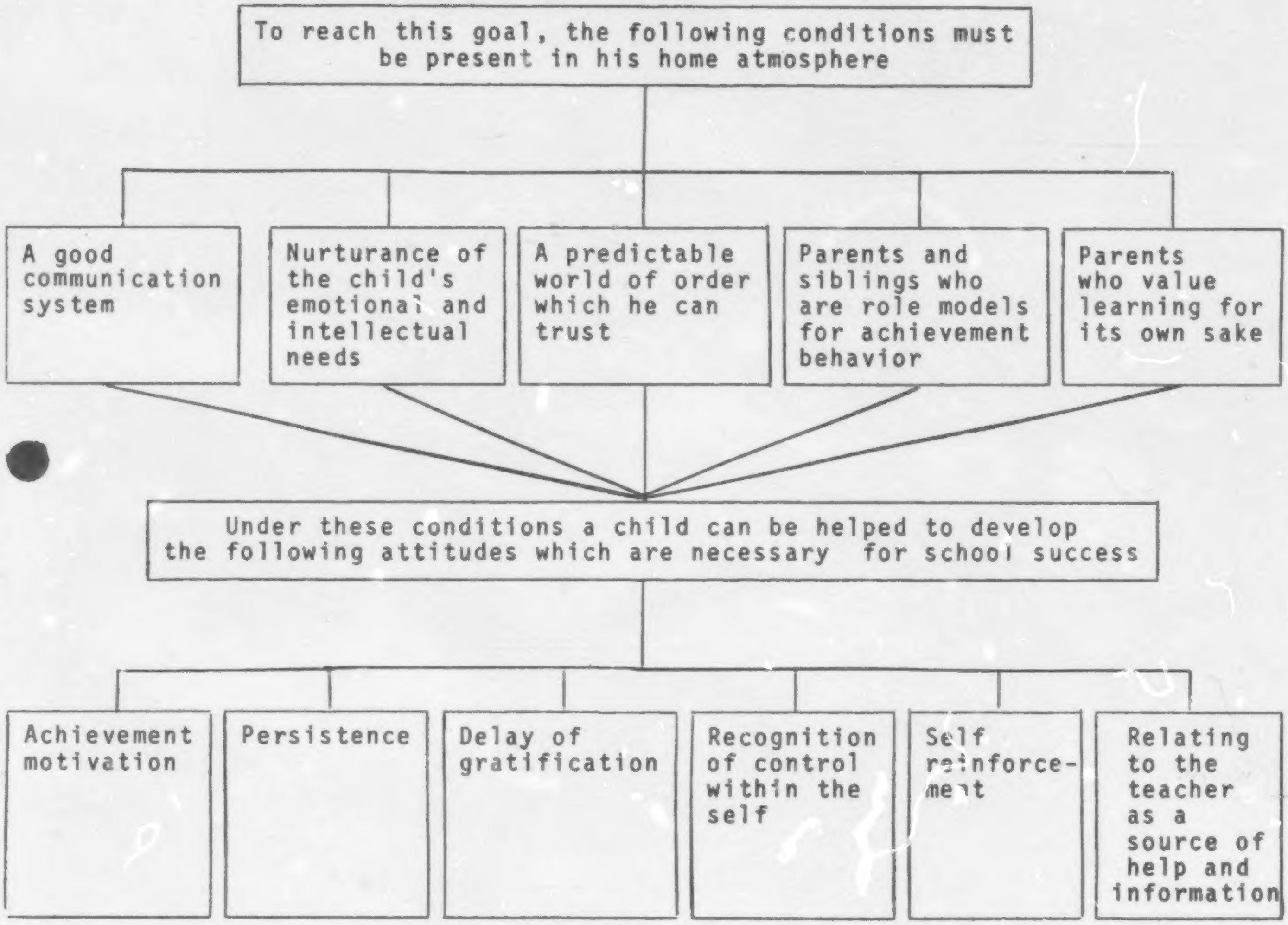
5. To help the child in his inter-personal relationships and understandings with his peers, his siblings, his parents, relatives, and the community:
   a. by using accepted preschool methods of teaching how to share, to take turns, and to cooperate

b. by helping the child to develop feelings of responsibility for his own behavior, his own belongings, and toward his society

c. by working with parents in parent group meetings and small parent conferences to improve their understanding of the child and his developmental needs.

THE NURTURANCE SYSTEM

Goal: A Child Who Will Learn and Achieve


To reach this goal, the following conditions must be present in his home atmosphere
A good communication system
Nurturance of the child's emotional and intellectual needs
A predictable world of order which he can trust
Parents and siblings who are role models for achievement behavior
Parents who value learning for its own sake
Under these conditions a child can be helped to develop the following attitudes which are necessary for school success
Achievement motivation
Persistence
Delay of gratification
Recognition of control within the self
Self reinforcement
Relating to the teacher as a source of help and information

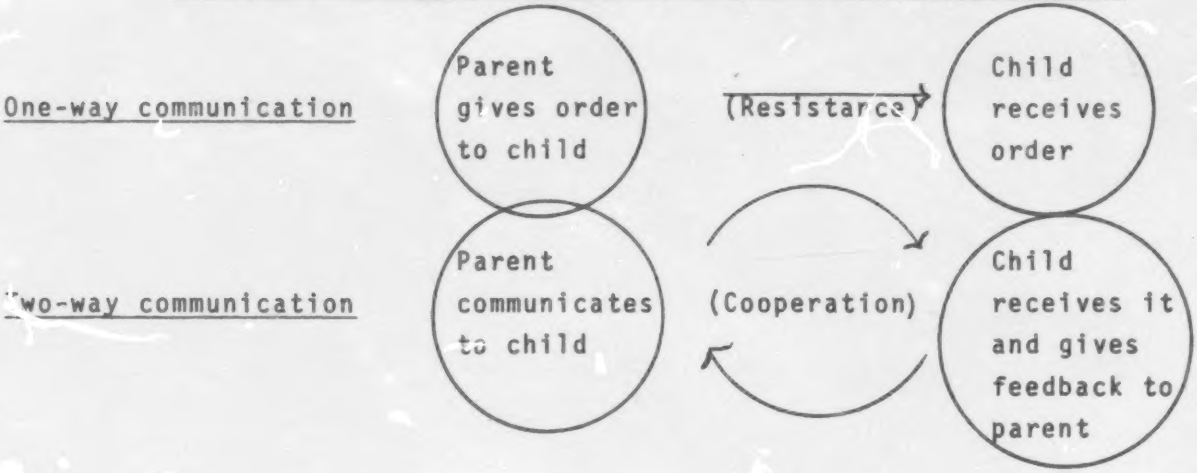
Good communication between parents and child involves the following:

The parent insures that the communication is two-way between parent and child, rather than one-way from parent to child.

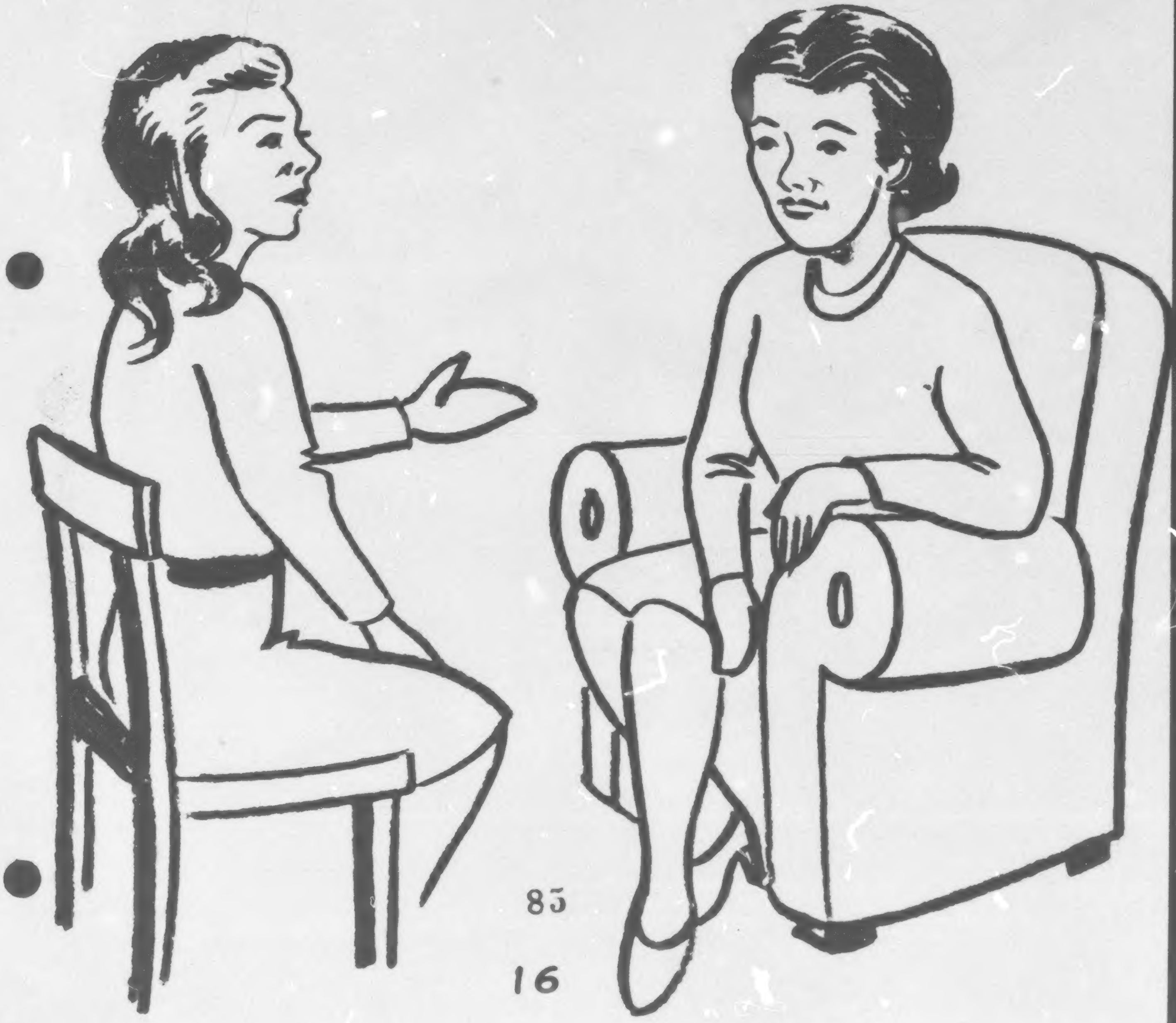
Two-way communication allows the child to feed-back his ideas and feelings about his parent's message. It involves the child, considers him as a thinking, feeling person, and therefore gains his interest and cooperation. The parent uses the child's feedback to modify or change his message when this is indicated.

When you make room for your child's feelings in your communication with him, he appreciates it and is more likely to cooperate with you as a result, rather than to resist you.

Here is a diagram to explain the dynamics of what happens:


One-way communication
Parent gives order to child
(Resistance)
Child receives order
Two-way communication
Parent communicates to child
(Cooperation)
Child receives it and gives feedback to parent

Working With Parents



WHAT ARE THE ABC'S OF WORKING WITH PARENTS

Accept parents as they are. Change can only come when there is true acceptance of oneself; then the person can dare look at himself and change.

Be aware that school is only one factor influencing the family. Neighbors, in-laws, finances, housing, employers all have their impact on families.

Challenge the family by exposing them to the best information on child growth. (James Hymes suggests putting out the "food for thought" and then letting parents eat as their diet directs and demands.)

Do listen to what the parent is saying or asking, not always paying attention to the words but to the feelings behind them. "Has she been good today?" often means "Did she show you by her behavior that I'm a good parent."

Expect to receive from the parents some of the "left-over feelings" which they had toward previous teachers. Maybe friendly -- maybe hostile.

Find ways you can bridge home and school experience by encouraging parents to participate as they can.

Give advice sparingly. There are no right answers for every family, just suggestions which have worked for others.

Help parents find their own answers by supplying information or new ideas. "When does this happen?" "What else is going on?"

Increase your own understanding of children, the learning process, and family life.

Judge not!

Know your own resources and limitations for helping families.

Learn all you can about this particular family and what it is trying to do for its children.

Make an effort to know the community resources for referral of families.

Never underestimate the individual's strengths and ability to help himself.

Opportunities to help a family may come when one least expects it.

Pain and uncomfortableness will probably come along with growth and change. Tears may be expected. (Remember the painful, awkward process for the child to learn to walk. It usually hurt the observer more than the child who would get up and try again.)

Question your approach to parents to see if you are really giving them the opportunities to grow in their acceptance of responsibilities.

Refer parents to community resources for pleasure, as well as help for problems. Enrich family life by suggesting concerts, recreation, summer activities, and other services which may be new to the parents.

Show the parents that you like their child. Some parents have often gained a whole new concept of their child when someone else saw good in their child.

Time is needed for an adult to toss around a new idea just as children need time to manipulate with a new art media.

Understand that there are some parents with whom you will not be able to work with comfortably.

Vary your approaches to parents so that you will have something to give to each person.

When experiences are successful for both parent and child, positive attitudes toward learning are the result.

EXchange ideas and methods with other professionals who work with parents.

Your liking the person with whom you work will be the real key to your success rather than any technique; maintain a professional relationship and show a genuine interest and concern.

Zest for living is contagious. Parents can get this from us, just by being around and by being involved in our program and observing us.

Home Visits

HOME VISITS

Tips on Home Visiting:

The home visit can fulfill a variety of extremely useful functions, from gathering information to supporting parents by observing parent-child interaction, conditions in the home --- economic, social, emotional. The systematic differences in the way mothers teach their children as a function of the socio-economic and cultural background of the mother is important. Observation in the home by a paraprofessional may identify specific difficulties and procedures for improvement. In other instances, the parent may need emotional and social support. The family member soon learns a set of techniques, skills, and attitudes which help him teach the child new knowledge and behaviors. Many of these skills are attained by providing the family member with concrete tasks to teach the child until the parent learns how to teach concepts without help. Again, the goals must be individualized for each child, and the parents must be given emotional and social supports to expand their horizons with the child. Parents and children require continued reinforcement to maintain their level of functioning.

Dynamics of Working in the Home:

1. The parent educator is a guest in the home of a mother. As a guest, she should sit where told to sit and may put up with many inconveniences, i.e., poor heating, lack of work space, lack of access to teaching supplies. In all this, she basically assumes a position of low "power."

2. In the home, the parent educator must demonstrate that she can tap the child's ability, handle teaching situations correctly, and explain why something did or did not work.

3. Knowledge of, or feeling for, the economic situation of the family is important. For instance, a mother with limited income cannot purchase many toys for the children. The parent educator must show the mother ways to use everyday household objects for toys, such as coffee cans, clothespins, cartons, etc.

4. It is essential that parent educators not make moral judgements, show surprise, disgust, or rejection of any aspects of the social, cultural, and moral make-up of the family which are apparent. The parent educator who focuses her interest on the child and the mother as the child's teacher is more likely to reach the goals for improvement in the child and changes in the mother than one who is overly absorbed in things such as cleanliness, presence, or absence of fathers.

5. The key element of concern is that the parent stimulates and supports the infant's growth. Only those things which have a direct bearing on the infant's participation in the teaching session are brought up with the mother. For example, if the baby has diaper rash and is fussy and cannot sit for the activities, the parent educator might mention using cornstarch and changing diapers frequently. If the rash is severe, she would encourage the mother to keep her appointment at the well-baby clinic. In any case, the parent educator constantly reinforces the mother in providing an environment of optimum growth and cognitive development for the child.

6. The role of parent educator to disadvantaged families is a special one. She is not a typical part of the home environment and must work very hard to be accepted. The responsive trainer must adapt to the various roles assigned by different mothers. For instance, in one home the teaching session starts at the door. When the parent educator enters she is greeted, toys are carried to the table by a preschool youngster, and mother starts talking about the changes she has observed in the infant during the past week. In another home, she and the mother talk amiably for a few minutes about the baby while sitting in the living room. Then mother abruptly announces, "It is 1:30. Time to start." As the parent educator moves from "outsider" to "insider" with the family, the mother usually drops most pretenses (after about the third visit). She feels free to punish as she usually does, to speak naturally, and eventually to begin to bring

up other topics. With some mothers, this kind of acceptance and exchange facilitates discussions about growth and development, and stimulation activities. It is rather unlikely that without these discussions, changes in attitudes toward child development would occur.

7. Parent educators may assume various roles:
   - Reinforcer
   - Activity director
   - Director
   - Casual friend
   - Information seeker and giver.
8. It is important that home visit appointments are kept on time and planned on a regular basis.
9. The process of being an effective parent educator includes prescriptive activities for mother and for child which intensify home teaching. This occurs as a result of a perception of the mother's and child's behavior or stage of development followed by a choice of course of action to produce growth based on that perception. This perception is determined by:
   a. observing the child's responses
   b. sharing knowledge and information
   c. observing the child's reaction to activities sequenced to fit his particular pattern of development.
10. Parent educators should be:
    - accepting
    - sincere
    - honest
    - realistic
    - informal
    - consistent
    - persistent.
11. Attempt to present learning episodes and situations which have built-in success and will reinforce positive attitudes in both parent and child.

Growth, Development, and Assessment

GROWTH AND DEVELOPMENT OF INFANTS AND TODDLERS

A child begins to learn and experience his outside world as soon as he is born. His earliest learning comes from seeing, hearing, tasting, touching, and feeling. If from birth, a child is given the experiences for which he is ready, seeing can lead to looking, hearing to listening, and touching to feeling.

At each stage, he is eager to learn, to find out what he can do, to practice, and to try what is just a little bit harder and a little different from what he has already mastered. Thus, planning learning experiences for a developing learner calls for first gauging for which he is ready and then thinking about sequences, progression, and direction.

A young child has a wealth of sensory experience on which to base whatever notion he has about the nature of the physical world. But, without some focusing or directing of his attention, he may not see what is there to be seen. Helping him gain some understanding of the nature of the physical world is largely a matter of presenting experiences with which he already is familiar.

In a child's discovery of the physical world, of the power of speech, of likeness and difference, causality and probability and of social mores, he in some sense discovers himself. This on-going discovery appears to begin in the first six months of life when the baby contemplates and plays with his hands and later when he plays with his toes. He is able to acquire some notion of the extent of his person.

Social interaction begins in the first days of life during infant care giving (feeding, diapering). It is apparent in a baby's smiling at around six weeks of age and later in his babbling to attract attention and in answering speech sounds with sounds of his own. It is also apparent in his motor play with adults which he both imitates and initiates. At around six months of age, a baby's differing responses to familiar and unfamiliar faces, to friendly and threatening voices, and to specific adults show an increasing sensitivity in social interaction. How he interacts during his first year depends on how adults act toward him -- on whether they give him some basis for trusting them and feeling secure in their care and affection.

A child's speech has its beginning in his first months of life in his selective interest in speech sounds. When he shows this interest, he is ready to listen to speech sounds. When he makes speech sounds to attract adults, he is ready to have answering speech sounds made back to him. He is ready to learn that speech sounds can be used to communicate. When he communicates -- in whatever dialect or language -- he is ready to develop trust and confidence in his ability to communicate, first in his mother tongue, and then additionally in standard English. He is also ready and needs adults who understand his language or dialect, as well as standard English.

What the young child thinks can only be inferred from what he does and says. When he looks for an object that he has just seen covered, it is similarly assumed that he understands that objects have independent existence. It is also assumed that he is ready then to think about and explore the physical characteristics of a variety of objects.

> When he begins to sort objects on the basis of their characteristics, he is ready to progress to thinking about an object in more than one way.
>
> When he arranges blocks in a big-to-small order, he is ready to seriate on other bases than size, as in counting.
>
> When he shows awareness of the effect of quantity in determining interactions, he is ready for number operations and use of standard instruments of measurement.
>
> When he shows through his words or behavior that some outcomes are of a sometime "maybe" type, he is getting ready to take probability into consideration.

> When what he says or does suggests he has some notion that a happening may not look the same to two observers, he is getting a basis for understanding relativity.

Because what a child does both affects and reflects what he thinks, he can be helped by experiences which exercise these thinking processes provided the experiences are matched to his readiness.

GROWING AND LEARNING

Young children learn by watching, as well as by participating, in activities. Children will learn when they are ready. Learning depends upon physical, social, emotional, and intellectual growth. The growth process results from interaction of heredity and environment. The goal of development is self-realization. Self-realization is brought about by the quality of trust in the maternal relationship. Growth is continuous and orderly but not constant, and no two children grow in the same way.

GROWTH AREAS OF DEVELOPMENT

PHYSICAL DEVELOPMENT

Birth to 1 Year

0 to 1 Month:

Birth size: 7-8 lbs., 20 inches

Feedings: 5-8 per day

Sleep: 20 hours per day

Sensory capacities: makes basic distinctions in vision, hearing, smelling, tasting, touch, temperature, and perception of pain

Reflexes: sucking, swallowing, crying, hiccuping, grasping, pupillary contraction

2 to 3 Months:

Sensory capacities: color perception, visual exploration, oral exploration

Sounds: cries, coos, grunts

Motor ability: control of eye muscles, lifts head when on stomach

4 to 6 Months:

Sensory capacities: localizes sounds

Sounds: babbling, makes most vowels and about half of the consonants

Feedings: 3-5 per day

Motor ability: control of head and arm movements, purposive grasping, rolls over

7 to 9 Months:

Motor ability: control of trunk and hands, sits without support, crawls (abdomen touching floor)

10 to 12 Months:

Motor ability: control of legs and feet, stands, creeps, pincer grasp

Feedings: 3 meals, 2 snacks

Sleep: 12 hours, 2 naps

Size at one year: 20 lbs., 28-29 inches

1 to 1-1/2 Years

Motor ability: creeps upstairs, walks (10-20 months), throws a ball, feeds himself, builds a 2-3 cube tower (18 months), makes lines on paper with crayon

1-1/2 to 2 Years

Motor ability: runs, kicks a ball, builds 6 cube tower, capable of bowel and bladder control

Sleep: 12 hours at night, 1-2 hour nap

Size at 2 years: 23-30 lbs., 32-35 inches

2 to 3 Years

Motor ability: stands on one foot, jumps off a step, rides a tricycle, uses crayons, builds a 9-10 cube tower

Size at 3 years: 32-33 lbs., 37-38 inches

EMOTIONAL DEVELOPMENT

Birth to 1 Year

0 to 1 Month:

Generalized tension

2 to 3 Months:

Delight, distress, smiles at a face

4 to 6 Months:

Enjoys being cuddled; shows fear, anger

7 to 9 Months:

Specific emotional attachment to mother; protests separation from mother

10 to 12 Months;

Anger, affection, elation, fear of strangers, curiosity, exploration

1 to 1-1/2 Years

Dependent behavior; very upset when separated from mother; fear of bath

1-1/2 to 2 Years

Temper tantrums (1-3 years); resentment of new baby; negativism (18 months); affection for other adults

2 to 3 Years

Fear of separation; negativistic (2-1/2 years); violent emotions; anger; differentiates facial expressions of anger, sorrow, and joy; sense of humor; jealousy

SOCIAL DEVELOPMENT

Birth to 1 Year

0 to 1 Month:

Helpless, fed by mother

2 to 3 Months:

Visually fixes on face; smiles at a face; may be soothed by rocking

4 to 6 Months:

Recognizes his mother; distinguishes between familiar persons and strangers; no longer smiles indiscriminately; expects feeding, dressing, bathing

7 to 9 Months:

Enjoys "peek-a-boo"

10 to 12 Months:

Responsive to own name; waves bye-bye; plays pat-a-cake; understands "no no"; gives and takes objects

1 to 1-1/2 Years

Obeys limited commands; repeats a few words; interested in his mirror image; feeds himself

1-1/2 to 2 Years

Does opposite of what he is told (18 months)

2 to 3 Years

Talks, uses "I," "me," "you"; copies parents' actions; dependent, clinging; possessive about toys; enjoys playing alongside another child; negativism (2-1/2 years); gives orders; rigid insistence on sameness of routine

COGNITIVE-LANGUAGE DEVELOPMENT

Birth to 1 Year

4 to 6 Months:

Coos and chuckles

6 to 9 Months:

Babbles, produces sounds such as "ma" or "da"; duplication of sounds

10 to 12 Months:

Says one or two words, imitates sounds, and responds to simple commands

1 to 1-1/2 Years

Recognizes names of most common objects; recognizes parts of the body when they are named

1-1/2 to 2 Years

Expressive vocabulary of 10 or more words; enjoys nursery rhymes; attempts to sing and hum; remembers places he has been; demands desired objects by pointing; discriminates edible substances; points to three pictures; follows 2 of 3 directions; answers questions; names 2 of 5 objects; points to 2 of 6 objects, discriminates 2; identifies common pictures when they are named; talks in short sentences

2 to 3 Years

Names few common pictures; expressive vocabulary of at least 50 words; uses pronouns; recognizes familiar adults in photograph; refers to himself by name; shows correctly and repeats words for hair, hands, feet,nose, eyes, mouth, shoe; points to 7 pictures (of 10 common objects); repeats 2 digits; begins to share; recognizes action in pictures; knows full name; talks intelligibly to himself at play; asks questions "What?" "Where?"; names one color; understands prepositions; names most common pictures; expresses a desire to take turns; answers correctly to request for pointing to floor, window, door; play and communication is egocentric.

ASSESSING GROWTH AND DEVELOPMENT

Any attempt at assessment of growth and development should be considered a learning process for parent educator and parent. It affords an opportunity to see the child more acutely and to be aware of his needs for prescriptive purposes.

In the evaluation process, the parent educator should --

- be thoroughly knowledgeable of the testing instrument and the guidelines for administering it.
- schedule for testing during prime time, when parent and child are rested and at ease.
- arrange for the best home conditions possible.
- plan and include all possible positive feedback to assure optimum success for both parent and child.

	1-4 Months	5-8 Months	9-12 Months	13-16 Months	17-20 Months
COGNITIVE-LANGUAGE	Makes sounds Responds to rattle, voice Quiets when picked up Reaches for cube Horizontal eye coordination Responds to light Reacts to disappearance of face Aware of strange situation	Laughs, squeals Locates source of sound with head Recovers rattle in crib Transfers object hand-to-hand Response to mirror	Imitates sounds Looks at pictures in book Jabbers expressively	Dada, Mama specific Turns pages of book Overcomes simple obstacles	Uses gestures Names one picture Points to one body part 3 + words Follows directions
SOCIAL SELF-HELP	Regards face Smiles responsively spontaneously	Feeds self crackers	Shy with strangers Plays peek-a-boo	Indicates wants Plays pat-a-cake Fetches familiar objects	Uses spoon Uses cup Takes off shoes, socks Plays alone

	21-24 Months	25-28 Months	29-32 Months	33-36 Months
COGNITIVE-LANGUAGE	Enjoys nursery rhymes, songs Points to one body part Sentence 2 words	Recognizes name Discriminates 2 objects Comprehends 2-3 prepositions Concept of one Points to 7 pictures of common objects	Song imitation Self-talk in play Recognizes familiar people in pictures Follows directions Discriminates 3 objects	Recognizes 4 body parts Uses plurals Asks what, where Enjoys books by himself Recognizes self in photograph
SOCIAL SELF-HELP	Helps in house, simple tasks Understands ownership Initiates own play	Indicates hunger and thirst Avoids simple hazards Undresses Dresses with supervision Indicates toilet needs Follows mother, imitates behavior Clings tightly in affection, fear	Attempts bladder control Avoids spills Initiates own play activities Parallel play Washes and dries hands Tantrums Defends possessions	Strong emotions Plays some interactive games Puts things away Develops trust, accepts limits Enjoys independence, routines Plays make-believe

	1-4 Months	5-8 Months	9-12 Months	13-16 Months	17-20 Months
FINE MOTOR SKILLS	Follows to midline Equal movements Follows 180° Hands together Holds toy placed in hand	Grasps rattle Reaches for object Passes cube hand-to-hand Sits, looks Rotates wrist	Thumb-finger grasp Pincer grasp Bangs cubes held in hands	Throws ball	Scribbles with pencil Builds tower of two objects Empties container Fills container
GROSS MOTOR SKILLS	Lifts head when lying on stomach Supports weight on arms when lying on stomach Sits with support, head steady	Pulls to sit, no head lag Rolls over, stomach to back Sits without support Crawls Arm thrusts in play Reaches Early stepping movements	Pulls self to stand Walks with help	Stands momentarily Walks holding furniture Stoops, recovers Walks sideways	Walks well Walks backward Picks up toy from floor Slides sideways

	21-24 Months	25-28 Months	29-32 Months	33-36 Months
FINE MOTOR SKILLS	Builds tower of 4 cubes	Builds tower of 8 cubes	Copies ○	Makes pies with sand
	Picks up small beads	Shows hand preferences	Imitates strokes	Picks up pins
	Fixes eyes on dangling toy	Imitates circle	Works with simple take-aparts	Holds crayon by fingers
	Turns knob	Turns page	Paints with brush	Uses scissors
	Carries blocks around room	Fills pots with sand	Manipulates egg beater	Enjoys finger painting
	Imitates crossing feet	Imitates horizontal and vertical lines	Imitates folding paper	
		Unwraps candy		
GROSS MOTOR SKILLS	Walks upstairs	Balances on one foot	Runs safely	Climbs simple apparatus
	Kicks ball forward	Jumps in place	Pulls wheel toy	Stands on tiptoe
	Throws ball overhand	Pedals tricycle		Broadjumps
				Jumps over string 2" high

THE EXCEPTIONAL CHILD

The atypical child may fall into such categories as slow learner, dyslexic, minimal brain damaged, aggressive, poor motor coordination, hyperactive, inattentive, or withdrawn. To make any diagnosis, it is important to be well versed in knowledge of what may be considered normal stages of child development. The diagnostician should make careful and cautious observations and make referrals to competent professionals for further studies.

In his book, Listening, Language, and Learning Disabilities -- A Guide for Parents and Teachers, John F. Murphy defines a learning disability as "... a handicap which inhibits learning certain skills in the usual way." According to Murphy, the symptoms of children with learning disabilities are:

1. Poor visual discrimination
   Difficulty distinguishing between squares and rectangles, circles and ovals
2. Poor visual memory
   Forgetting what he has seen
3. Poor auditory discrimination
   Inability to distinguish between different, but similar, sounds and words
4. Poor auditory memory
   Inability to remember one request long enough to follow it, let alone two or three
5. Poor kinesthesia
   Difficulty distinguishing between familiar objects by feeling, such as a penny and a nickel
   a dime and a quarter
   cardboard cutouts
6. Poor eye-hand coordination
   Difficulty making his hand do what his eye sees, such as copying and tracing

7. Poor spatial orientation

   Difficulty remembering the difference between
   - right and left
   - up and down
   - over and under
   - outside and inside
   - horizontal and vertical
   - on top of and underneath

8. Poor figure ground

   Difficulty selecting one thing from a group, such as a particular detail from a picture

9. Perseveration

   Difficulty shifting from one activity to another

10. Hyperactivity

    Inability to concentrate because almost any lesson bewilders a child with a learning disability. This may result in his talking at any time
    - touching everything
    - inattention
    - distraction

11. Disinhibition

    Tendency to be lethargic or hyperactive, with an "I don't care about anything" attitude

12. Poor self-image

    As a result of the reaction of parents, teachers, and classmates to one or more of the above symptoms, a child may see himself as anything but "normal."

Curriculum and Learning Theories

CURRICULUM

Curriculum episodes for early intervention are planned

- to help the child to develop self-identity as having competence and worth.
- to help both the child and his family achieve greater confidence, self respect, and dignity.
- to help develop in the child and his family a responsible attitude toward society and community.
- to improve and expand the child's skill in communication and conversation (language, listening, and speaking), and to label and describe what he sees.
- to help the child form concepts related to size, space, weight, color, numbers, and time.
- to help the child understand the position of prepositions.
- to help the child improve his understanding of the world in which he lives.
- to help the child observe, be curious, and promote searching attitudes.
- to increase the child's attention span and facilitate memory retention.
- to develop problem solving and divergent thinking on the part of the child.
- to develop the child's imagination.
- to help the child develop desirable coping behavior or defense mechanisms.
- to help the child persist at an activity and learn delay of gratification.
- to help the child use adults as a source of information and accept help and directions from adults.
- to help the child learn to live effectively with others and yet value his own rights.

- to help the child feel at ease about being away from home.
- to help the child express his true feelings and be considerate of the feelings of others.
- to help the child handle feelings of aggression, hostility, anger, fear, and guilt.
- to help a child develop healthy attitudes toward life situations.
- to help a child strengthen his motor and manipulatory skills.
- to help establish regularity in the lives of children without stressing routines.
- to help each child develop appropriate sex-role identification.
- to help each child develop wholesome attitudes toward their own bodies and body functions.
- to increase the child's capacity for individuality and respect for other individuals.

Thus, the curriculum includes cognitive, affective, and psychomotor areas for children and general family life education for parents.

LEARNING THEORIES

To develop a program of early intervention in the lives of young children, one must consider the learning theories of Piaget, Bruner, and White. According to Piaget, there are four primary influences on intellectual development and learning: (1) child's physical structure; (2) experience and activities interacting the child with his environment; (3) social experiences involving the learning of appropriate behaviors; and (4) equilibrium between assimilation of new experiences and their accommodation to old or known experiences. Piaget asserts developmental levels via three stages: (1) sensory motor; (2) perceptual; (3) operational. Sensory motor activities offer "doing" experiences. Perception occurs in conjunction with sensory motor activities and intellectual operations. Operation implies purposeful action or function. In considering learning strategies, Piaget suggests a consideration of three factors: (1) content (2) structure; (3) operation. Thus developing curriculum and program for early intervention necessarily involves developing cognitive skills for mastery in dealing with the environment. Bruner suggests matching teaching methods with the child's stage of development. The parent's involvement and his stage of development must necessarily be considered. A planned sequence of learning episodes is of utmost importance. A knowledge of these general Piagetian sequence stages is helpful. The more formal infant curriculum has been described in Lally (1971). Briefly, this program emphasizes:

Development of prehension skills:

1. Reaching for toys
2. Shaking toys
3. Hitting suspended toys
4. Pulling suspended toys
5. Squeaking toys
6. Grasping and handling objects of different sizes and shapes

Development of object permanence: concept that an object exists independently of a child's own action

1. Playing peek-a-boo
2. Horizontal following of toys
3. Finding toys after visible displacements under screens
4. Finding toys after invisible displacements under screens
5. Putting toys into containers and finding toys under containers

Development of means for achieving desired environmental ends: using objects as instruments in attaining goals

1. Reaching over obstacles for toys
2. Using a support, such as a pillow, to obtain a toy placed on top of the support but out of the child's reach
3. Using a string horizontally to obtain a toy tied to the string
4. Using a string vertically to obtain a toy tied to the string
5. Putting a chain into a box
6. Using a stick to obtain an object

Development of new schemas in relation to objects: finding ways of acting on objects and of using toys and materials appropriately

1. Hitting two toys together
2. Patting a toy animal
3. Making a doll walk
4. Stretching an elastic bracelet
5. Throwing toys
6. Adorning oneself with a pop-it bead necklace
7. Drinking from a cup

Development of causality: forming a distinction between act and external result

1. Bringing an unseen object to sight
2. Ringing a bell to make a sound
3. Turning a key to make a mechanical toy run
4. "Zooming" a friction car to make it go
5. Working a Jack-in-the-box

Developmental achievement of the construction of the object in space: conceiving of a single, objective space within which all objects are contained and interrelated

1. Finding a toy by its sound
2. Following the trajectory of a toy
3. Bunching a chain and putting it into a box
4. Nesting several boxes
5. Rolling objects down a plane
6. Creeping around a barrier, such as a rocking chair, to retrieve a ball rolled underneath the chair

Development of gestural imitation:

1. Imitating a familiar visible gesture, such as pat-a-cake
2. Imitating an unfamiliar visible gesture, such as crooking a finger
3. Imitating a familiar invisible gesture, such as tilting the head back and forth
4. Imitating an unfamiliar invisible gesture, such as an eye wink

Development of verbal learning:

1. Imitating baby sounds
2. Imitating unfamiliar sounds, such as "la-la"
3. Labeling objects, people, feelings, actions, places, times, questions, and directions
4. Listening to stories
5. Carrying out verbal requests with appropriate gestures

Physical development and exercises:

1. Stretching and flexing legs
2. Rolling body like a ball
3. Rocking on the stomach
4. Doing somersaults
5. Bouncing the body to music
6. Bending to pick up objects
7. Pulling up on heavy furniture

Development of sense organs:

1. Producing and listening to sounds (music boxes, rattles, wrist bells, records, tapes, etc.)
2. Producing tactual experiences (feel boxes, fur collars, nylon net, styrofoam, etc.)
3. Producing kinesthetic experiences (swinging, tickling with a feather, running a hair brush along the arm, etc.)
4. Producing visual experiences (looking at pictures, books, mobiles, etc.)
5. Tasting new foods and new textures of familiar foods

For effective transformation of cognitive structures, the parent educator should assess the degree of discrepancy between the child's action system and the present task confronting him. This is a task of developing appropriate match.

Care must be taken to guide parents in "natural" intervention techniques that do not strain parents or child.

TECHNIQUES FOR STIMULATION

1. Allow for free exploration by parent and child.
2. Provide for self-pacing; be flexible and offer alternative methods.
3. Recognize realistic potentials of child and parent through observation of present levels and reference to growth and development charts.
4. Be aware of principles of behavior.
5. Encourage parent's perception of her child through observation, feedback, elaboration, praise.
6. Motivate involvement of parent.
7. Develop new skills in the parent and encourage those skills which are most successful for her and her child.
8. Constantly assess and evaluate growth of parent and child:
    a. physical growth - visual, auditory, fine and gross motor skills, use of senses
    b. social growth - awareness of self and the child's world, observation, experimentation, and play
    c. emotional - self control, self expression, growth in independence, self confidence, handling fears, and special problems
    d. cognitive-language vocabulary development, development of causality, classifying, solving problems, relating objects, imitation, forming generalizations.

TALKING AND LISTENING TO YOUNG CHILDREN

TALKING

Be a good speech model:

1. Talk with enough volume so that you can be heard easily.
2. Talk slowly enough to be understood without much effort.
3. Pronounce your words carefully and correctly.
4. Use a pleasant tone of voice.
5. Use a vocabulary a child can understand.
6. Talk with some occasional animation.
7. Use short sentences rather than long rambling ones.
8. Say things a child would consider meaningful and find useful. Keep "No" and commands down to 25% of total talking.

Use self-talk and parallel talk to:

1. Help a child learn that there are words to label any object, feeling, or idea.
2. Show how words go together to make sentences.

Self-talk is a way of talking out loud about what one is doing, seeing, or feeling.

Example: "My, this car is dirty! It sure needs a good washing. I'll start washing the roof. This dirt is hard to get off."

Parallel talk is a way of talking out loud about what someone else is doing, seeing, or feeling at the moment.

Example: "Oh-oh, Billy fell out of his wagon. Billy is crying because he scraped his knee...I'll bet that hurts."

Help the child learn new words by explaining the meaning of the new words:

1. You can supply a new word at the moment he needs it.

2. Sometimes a child needs more experiences to associate with a word.
3. A child needs to "touch and say" to learn how the object with the new name feels.

LISTENING

Listen to the child:

1. Listen to what he is trying to tell you more than to how accurately he pronounces his words. Do not expect perfect speech from a three-year-old.
2. When practical, do what the child tells you to do. Words are powerful -- a child has a right to use them wisely.
3. Do not interrupt when a child is talking. You do not like him to interrupt you, so extend the same courtesy to him .

Use feedback in response to the child's talking:

1. Reinforcing feedback repeats in a conversational way what you are listening to the child say.
   Example: Child, "Mommy, see the kitty."
   Mother, "Yes, I see the kitty."
2. Corrective feedback repeats what the child says but with correct model.
   Example: Child, "Mommy, see the titty."
   Mother, "Yes, I see the kitty."
3. Expanded feedback gives the child more information in response than he used.
   Example: Child, "Mommy, see the kitty."
   Mother, "Yes, I see the white kitty on the porch."

DIAGNOSTIC SPEECH AND LANGUAGE EVALUATION

In assessing language growth, refer to developmental level of each child.

Speech

1. Is child intelligible to peers, adults?

   Can he correct his speech errors with auditory and visual stimulation?

2. Is his speech more intelligible sometimes than others?

Receptive Language

1. Does he understand simple commands?
2. Does he answer questions appropriately?

Expressive Language

1. Are sentences fairly complex or is speech telegraphic?
2. Is most of his speech echolalic, i.e., does he merely repeat what you say?
3. Does he rely on speech to fulfill his needs and wants, or does he seem to rely on gestures?

Auditory Discrimination

Oral-Peripheral Examination

1. Is tongue movement coordinated, or do movements seem labored or sluggish?
2. Can he imitate various tongue and lip movements, such as repeating syllables like "pah-pah-pah," or "puh-tuh-kuh"?
3. If he has a speech problem, can he produce the normally misarticulated sound in syllables, words -- neither, one, or both?

RECEPTIVE EXPRESSIVE EMERGENT LANGUAGE SCALE

The REEL is the diagnostic instrument used to assess language development in the PALS project.

The basic rationale of the REEL Scale is expressed in the statement: *There is a universal and, therefore, predictable pattern to receptive and expressive language development during the first 36 months of human life.*

The REEL Scale is grounded on three basic premises regarding language function. Briefly stated, these are as follows:

1. the auditory modality is the primary means of acquiring language;

2. language is an innate (genetically based) capacity of man;

3. speech behavior and cognitive development are inseparably interconnected.

Receptive language refers to the unified activity of all the sensory-neural and auditory-perceptual processes that are involved in the decoding and understanding of oral language.

Expressive language refers to all of the processes and skills that are involved in the encoding of meaning into oral language for communicating with others.

Inner language refers to the relationships between concepts as experienced through the mediation of linguistic symbols by the central auditory recall and memory systems.

Administering the REEL Scale

The principal technique for administering the REEL Scale is the interview method, which confirms or gathers the demographic information. During this time, the examiner should explain the importance of the language development evaluation, promote a friendly and open atmosphere conducive to full disclosure. If appropriate, the examiner should arrange to observe the infant throughout the remainder of the interview.*

* In certain situations it may not be desirable to observe the infant directly. This is expecially true for research investigations where proper methods of procedure preclude the influence of observation upon the examiner. The directions for administering and scoring of the REEL Scale are specifically described in the testing manuals.

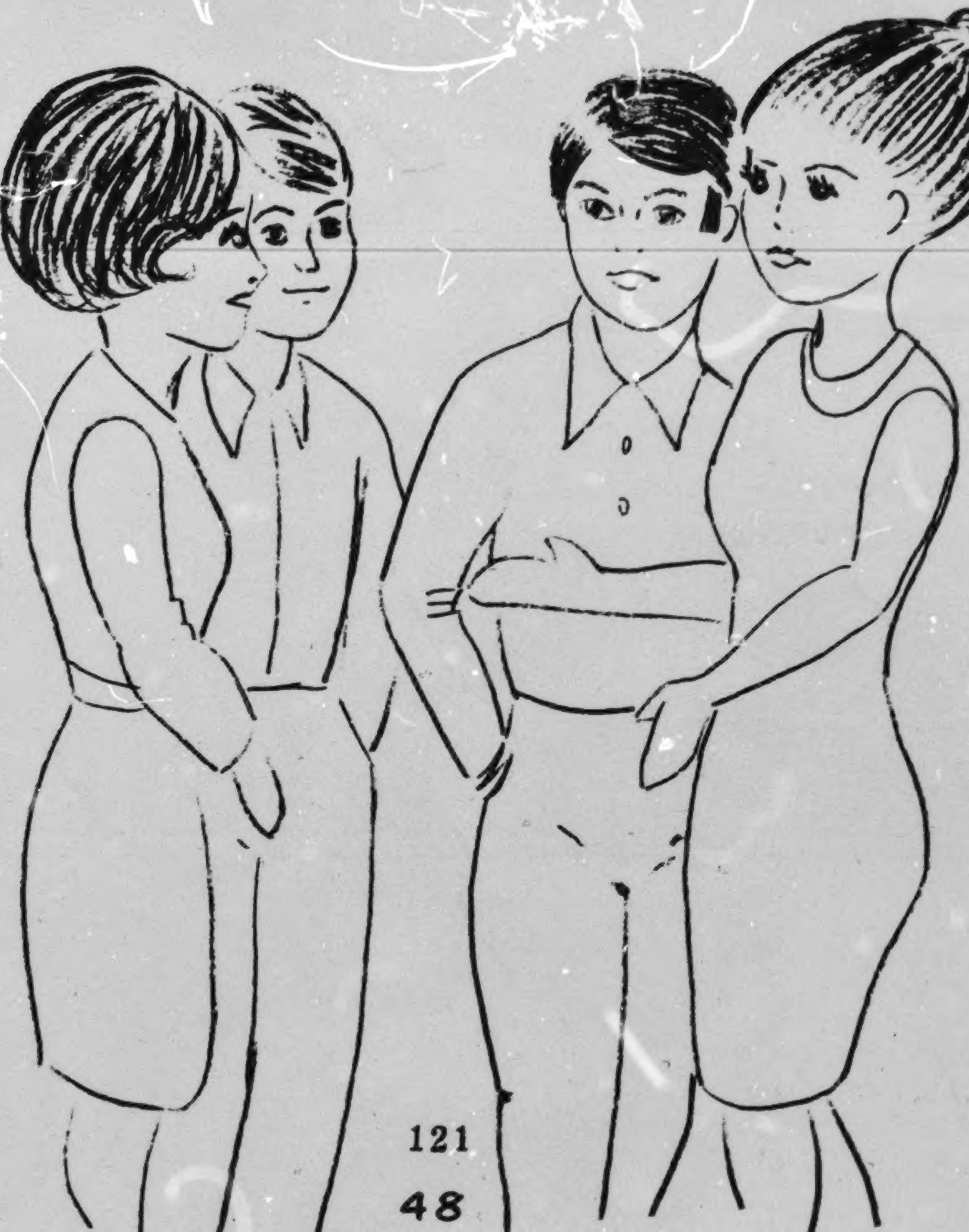
Once these preliminaries have been completed, it is usually preferable to ask a series of broad, leading questions before going to the specific Scale items. For example:

> "Tell me how he responds to speech or how he demonstrates that he understands you."
>
> "Tell me when you have noticed him making sounds and what kind of sounds you have heard."
>
> "Does he turn his head toward the source of your voice when you talk to him?"
>
> "How many new words has he used in the last month?"
>
> "Does he play games like 'peek-a-boo' with you?"

The important consideration is to form a general impression of linguistic performance before suggesting specific details to the informant for elaboration.

The examiner should attempt to confirm all questionable items through direct observation of the child or through a supplemental interview with the informant.

Parents Learning Together



SUGGESTED PARENT DISCUSSION TOPICS

1. Philosophy, goals for parents, children -- use of handbook
2. Guides and techniques of working with children
3. Growth characteristics of preschool child - ages and stages - personality development - individuality
4. How to and why observe children -- writing observations
5. Understanding ourselves
6. Theories of learning, sources of stimulation
7. Science experiences - creativity - children's art
8. Children's literature -- storytelling
9. Music for children
10. Physical fitness and keeping healthy
11. Language development -- speech problems
12. Values of play -- understanding play
13. Discipline: behavior modification, punishment and guidance
14. A wise choice of books, toys, magazines, records
15. Daily care and special problems: thumb-sucking, bed-wetting, eating, sleeping
16. Sibling rivalry, family relationships
17. Children's emotions: anger, fear, jealousy
18. Aggression -- shyness
19. Health and safety -- the sick child
20. Nutrition
21. Group discussion techniques
22. Budgeting, family finance -- children's allowances
23. Developing responsibilities, chores, etc.
24. Neighborhood and community problems

25. Father's role

26. Home lessons

27. Developing a sex role

28. Sex education

29. Moral values

30. Concepts of God, death

31. Family fun: holidays, traditions, excursions

32. Leisure time, hobbies, TV, comic books, rainy day

33. Kindergarten readiness

34. Working mothers

35. Learning about your community resources

36.

37.

38.

39.

40.

41.

42.

43.

44.

45.

46.

47.

48.

49.

50.

VARIOUS CHANNELS FOR PARENT EDUCATION

- Books
- Bulletin board displays
- Buzz sessions
- Charts
- Demonstrations
- Field trips
- Films
- Home visits
- Kaffee klatches
- Magazines
- Mini-meetings
- News publications
- Notes to the home
- Observations
- Parent conferences
- Personal contacts
- Pot luck suppers
- Public meetings
- Recordings
- Role playing
- Slides
- Socio-drama
- Speakers
- Tapes
- Toy lending library
- Workshops

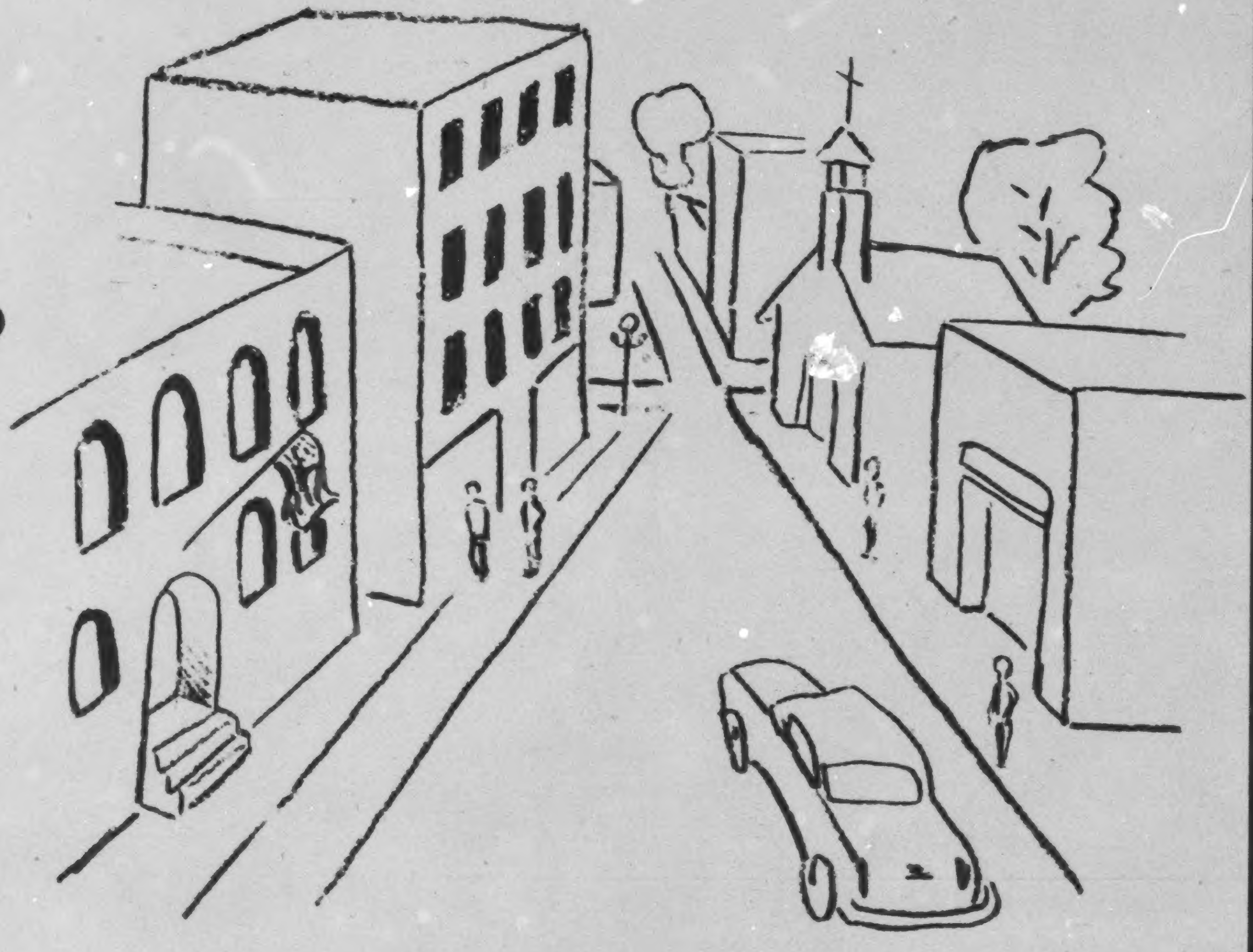
GROUP PROCEDURES

Through the discussion group, parents will meet new friends. Parents give and receive information and mutual support.

Reminders to parents who meet in groups:

1. I am one of a group and each member has a contribution to make; so I will feel that I am important to the group, and I will also respect the other members.
2. What I think is as necessary as what others think, so I will try to present my ideas as clearly and constructively as possible.
3. To remain silent or withhold differing opinions is not helpful to the group in thinking through problems, and I should not feel resistant when someone differs with me.
4. To participate too much, monopolize the discussion, or be too insistent in my viewpoint can be detrimental to the functioning of the group, so should be avoided.
5. I am learning and working with others, and therefore I need to cooperate and be concerned with harmonious relations in the group.
6. I should volunteer readily when I think my services and abilities will be useful to the group and I have the time that will be required.
7. When I have undertaken a responsibility, I should carry through with it until successfully completed.
8. I should be willing to confer with others, accept the offers of assistance of others, and generously acknowledge the contributions of others whenever recognition is due.
9. I should suspend judgment until facts are known, and base decisions upon objective data.
10. I should be careful not to make irresponsible statements, repeat confidential information, or stir up feelings which are antagonistic to good group work.

Community Resources



COMMUNITY RESOURCES REFERRAL INFORMATION

Health and Special Services

Mercy Children's Hospital, 3994 H Street

Mercy General Hospital, 4001 J Street

Police Department, Community Relations, 813 Sixth Street

Sacramento Area Mental Health Association, 2125 19 Street

New Horizons Club
Services for Emotionally Disturbed

Sacramento City Schools - classes for speech, hearing, physically and mentally handicapped, and disturbed

Sacramento County Health Center, 2221 Stockton Boulevard

Alcoholic Rehabilitation
Crippled Children's Services
Health Education
Public Health Clinic
Public Health Nursing Division - Well Baby Clinics
T. B. Control Office

Sacramento County Medical Center, 2315 Stockton Boulevard

Sacramento County Medical Society, 5380 Elvas Avenue

Sutter General Hospital, 2820 L Street

Sutter Hospitals Diagnostic and Treatment Center, 5275 F Street

Sutter Memorial Hospital, 52 and F Streets

Handicapped Services

Alta California Regional Center, 4010 El Camino Avenue, Suite A
(diagnosis and counseling for retarded children and their families)

Arthritis Foundation, 1507 21 Street

Blood Bank, 3230 J Street

Cancer Society, 2530 J Street

Crippled Children and Adults of Sacramento, Inc., 3205 Hurley Way

Cystic Fibrosis, 4805 Fruitridge Road

Multiple Sclerosis Society, National, 5673 Stockton Boulevard

Muscular Dystrophy Association, 909 12 Street

Sacramento Area Epilepsy Society, P. O. Box 961

Sacramento Association for the Retarded, 6950 21 Avenue

Sacramento Hearing Society, Incorporated, 1717 Morse Avenue

Sacramento Hearing and Speech Center, 5275 F Street

Sacramento Heart Association, 1401 21 Street

Sacramento Society for the Blind, Incorporated, 2750 24 Street

United Cerebral Palsey Association, 1507 21 Street

Family Services

American Red Cross, 1300 G Street

Home nursing, first aid, water safety, nutrition, disaster, aid to families of men in the service

Asian Community Services, 1118 V Street

Catholic Social Service, 5890 Newman Court

Community Services Planning Council, Incorporated, 2621 K Street

Concilio, Incorporated, 1912 F Street

Serves Spanish-speaking community

Emergency Assistance and Referral Agency, 2319½ J Street

Expanded Nutrition Education Program, 9645 & 9651 Kiefer Boulevard

Fairhaven Home for Unwed Mothers, 4360 63 Street

Family Services Agency, 709 21 Street

Grace Day Home, 1909 Seventh Street

Human Relations Commission, 2001 21 Street

Investigates discrimination

Legal Aid Society, 920 Ninth Street

Parents in Crisis, 4301 X Street (Sacramento County Welfare Department)

Parents Without Partners, Incorporated, P.O. Box 134

Planned Parenthood Association, 1507 21 Street

Sacramento Area Economic Opportunity Council, 4170 Florin Road

Sacramento County Welfare Department, 4301 X Street

Salvation Army Family Welfare Bureau, 2700 Front Street

Visiting Nurse Association of Sacramento, 2206 29 Street

Volunteer Bureau of Sacramento, 1122 17 Street

Miscellaneous Services

Alcoholics Anonymous, 2270 Stockton Boulevard

Aquarian Effort, 1304 O Street (drug problems)

Recovery Incorporated, The Association of Nervous and Former Mental Patients, P.O. Box 214344

Sacramento Recovery House, Incorporated, 1914 22 Street (alcoholism)

Educational Services

Adult Education - Sacramento City Unified School District

- Fremont School, 1401 24 Street
- Hiram Johnson, 6879 14 Avenue
- Luther Burbank, 3500 Florin Road
- Sacramento Skills Center, 2751 Stockton Boulevard

California State University, Sacramento, 6000 J Street

Sacramento City College, 3835 Freeport Boulevard

Eaglet Theater, 1419 H Street

Educational TV, KVIE Channel 6, Garden Highway

Junior Museum Sacramento, 4500 Y Street (science class for all ages)

Young Men's Christian Association, 2021 W Street

Young Women's Christian Association, 1122 17 Street

Recreational Services

Fairytale Town in William Land Park

Sacramento City College (see above in Education)

Sacramento, City of, Parks Department

    William Land Park, Sutterville Road
    (zoo, fishing, picnicking, feeding ducks)

SacramentO,City of, Recreation Department

YMCA (see above in Education)

YWCA (see above in Education)

Records and Forms

EXPLANATION OF FORMS

PALS-1: Application for Enrollment - to be filled out by parent or parent educator upon initial enrollment, includes specific familial information.

PALS-2: Parent Attitudinal Questionnaire - includes questions and attitudes on child rearing to be completed by parent, month after initial enrollment.

PALS-3: Parent Educator Weekly Report - assesses numbers of parents and children being served in program.

PALS-4: Parent Educator Weekly Report Data - evaluates child's progress in specific learning episodes.

PALS-5: Home Visit Report - summarizes pertinent information exchanged between parent and parent educator, to be turned in monthly by parent educator.

PALS-6: Parent Meeting Summary - describes activities and follow-up suggestions resulting from a parent meeting, to be completed as meetings are scheduled by parent educator.

PALS-7: Assessing Parent Behavior in Learning Episodes - helps to evaluate parental response to child behavior, to be completed by parent educators as directed.

PALS-8: Parent Educator Evaluation - assists in the evaluation of parent educators, to be completed by coordinator and those being evaluated.

PALS-9: Parent Educator's Personal Self Assessment - a self evaluation by the parent educator for the benefit of staff improvement, to be completed as requested.

PALS-10: Learning Episode - affords a planning device for setting up episode, purpose, devices and performance to be utilized by parent educator in intervention process.

PALS-11: Happy Face - serves as a positive reinforcement of learning episodes for both parent and child, to be completed by parent educator as needed.

PALS-1

APPLICATION FOR ENROLLMENT

Child's legal name ______________________ Male ______ Female ______

Child's birthdate ______________________

Child's birth place ______________________ Verified ______

Parents' names:

______________________ ______________________

Father ____ or Stepfather ____ Mother ____ or Guardian ____

Age ____ Age ____

Address ______________________ Telephone ______________

Contact in case of emergency ______________________

Telephone ______________

Education of father ______________________

Education of mother ______________________

Marital status: Married __________ Single ______________

Divorced __________ Separated ______________

Head of household: ______________________

Names and birthdates of siblings and/or others living in household:

______________________ ______________________

______________________ ______________________

______________________ ______________________

Employment of father ______________________

Employment of mother ______________________

Request high school credit: Yes ____ No ____

Receiving aid: Yes ____ No ____

AFDC Case No. ______________ Caseworker ______________

Medical card number ______________________

Name of doctor ______________ dentist ______________

Telephone ______________ Telephone ______________

Immunizations and dates:

DPT: Dates: ______________________________

Rubella (German Measles) ______________________________

Rubeola (Measles) ______________________________

TB Chest X-Ray ______________________________

Mumps ______________________________

Chicken Pox ______________________________

Polio: Dates: ______________________________ (3)

Family related health history:

Health of grandparents ______________________________

____

Health of parents ______________________________

____

Health of siblings ______________________________

____

Child's first language ______________________________

Preferred day of weekly home visit ______________________________

Parent's signature ______________________________

Date ______________________________

PALS-2

PARENT ATTITUDINAL QUESTIONNAIRE

Answer the following questions by checking the appropriate response.

1. It is getting dark and you are trying to bring your young child in from play. He gets angry and kicks and hits at you. What would you do?

__________ Spank him at once
__________ Pick him up and take him in the house
__________ Scold him for the kicking and hitting
__________ Get his attention with a toy
__________ Other - write answer______________________________

2. After a child has been toilet trained for a few months, he wets his pants while playing in the house. What would you do?

__________ Say it's too bad
__________ Scold him
__________ Ignore it
__________ Spank him
__________ Other - write answer______________________________

3. A two-year-old refuses to eat her vegetables. What would you do?

__________ Coax her to eat them
__________ Make her eat them
__________ Offer fruits instead
__________ Ignore it
__________ Other - write answer______________________________

4. Some mothers feel that if, during the first three months, you pick up a baby every time it cries you will spoil it. Others think you should never let a small baby cry for very long. How do you feel about it?

__________ Picking up spoils baby
__________ Shouldn't let it cry
__________ Other - write answer______________________________

5. Do you think a small child should be encouraged to talk when adults are sitting around visiting?

    __________ Encouraged to talk
    __________ Kept quiet
    __________ Other - write answer______________________________

6. When you were small, was your mother very strict some days and very easy on other days?

    __________ Strict some days, easy other days
    __________ Strict all the time
    __________ Almost never strict
    __________ Other - write answer______________________________

7. A child has been naughty many times during the day. What would you do?

    __________ Take him for a walk
    __________ Try to make him happy
    __________ Scold him each time he is bad
    __________ Spank him each time he is bad
    __________ Other - write answer______________________________

8. Your three-year-old child is busy building a house with blocks You are tired and want him to get something for you. What should you do?

    __________ Ask him to get it and child should jump up right away
    __________ Let him play; mother should get it herself
    __________ Other - write answer______________________________

9. How much praise do you think a child should get?

    __________ At least once a day, even though he has been naughty many times
    __________ Almost every time he is good
    __________ Seldom; praise spoils a child
    __________ Other - write answer______________________________

10. In raising children, what age do you think you will enjoy the most?
    - __________ Infants
    - __________ Young or preschool children
    - __________ School-age children
    - __________ All ages
    - __________ None

11. Your young child is afraid of the dark and cries each night at bedtime. What would you do?
    - __________ Give in and leave the light on
    - __________ Let him stay up until you go to bed
    - __________ Be firm and put the light out
    - __________ Stay with him in the dark until he goes to sleep
    - __________ Other - write answer ______________________________

12. What specific things do you think you can do for your small child during his first five years to help him do well later in school?

    ____

    ____

    ____

PARENT EDUCATOR WEEKLY REPORT

CHILDREN	PARENTS	CONTACTS MADE	CONTACTS NOT COMPLETED*	TIME SPENT

* List reasons, i.e., illness,
no one at home

PALS-3

PALS-4

PARENT EDUCATOR WEEKLY REPORT DATA

Name of child ______________ Name of parent ________________

Learning Episode ____

Purpose ____

Initiated _________________ Terminated ____________________

Child's interest: High ____________

Mild ____________

Low ____________

Child's success: High ____________

Mild ____________

Low ____________

Child's difficulty: High ____________

Mild ____________

Low ____________

Value of learning activity: High ____________

Mild ____________

Low ____________

Daily time spent by parent ____________________

PALS-5

HOME VISIT REPORT

Parent Educator ______________________________

Name of parent ______________________________

Name of child ________________________ Age _______

Month ____________________

Purpose: ______________________________________

____

____

____

Summary: ______________________________________

____

____

____

Follow-up suggestions: ____________________________

____

____

____

PALS-6

PARENT MEETING SUMMARY

Date ____________________

Parent Educator ____________________

Place of meeting ____________________________________

Date __________________________ Time ______________

Topics discussed ____________________________________

____

Channels used (buzz group, speaker, etc.)

____

____

Number of parents attending ___________

Suggestions for follow-up ____________________________

____

____

____

PALS-7

ASSESSING PARENT BEHAVIOR IN LEARNING EPISODES

Language Development:

1. Converses with child ____________
2. Elicits conversation ____________
3. Praises, encourages ____________
4. Offers help ____________
5. Makes requests of child ____________
6. Gives information ____________
7. Reads or shows pictures ____________
8. Sings or plays music ____________

Social Emotional Relationship:

1.	Smiles	____________	criticizes	____________
2.	Reassures	____________	forbids	____________
3.	Provides physical, loving contact	____________	punishes	____________
4.	Plays social games	____________	isolates	____________
5.	Provides eye contact	____________	ignores	____________
6.	Promotes self help	____________	overprotects	____________
7.	Promotes attention span	____________	impatient	____________
8.	Is consistent	____________	inconsistent	____________

Piagetian Tasks:

1. Object permanence ____________
2. Means and ends ____________
3. Imitation ____________
4. Causality ____________

5. Prehension, small muscle ____________
6. New schemas ____________
7. Arranges space for learning ____________

Care-giving Tasks:

1. Prepares food, feeds child ____________
2. Diapers, cleans ____________
3. Gives physical help ____________
4. Puts infant to sleep ____________
5. Checks on child's well-being ____________
6. Tidies up child's room ____________

PALS-8

PARENT EDUCATOR EVALUATION

PARENT EDUCATOR: ______________________________

PARENT: ______________________________________

DATE: ____

Section 1. Planning

1. Was it apparent that the parent was expecting the parent educator?
2. Was the parent educator on time?
3. Did the parent educator come prepared with the following items or information:
    a. information on child progress
    b. materials and learning activities

Section 2. Presenting Learning Activities

If the parent educator presented new learning activities to the parent, please answer the following questions:

1. Did the parent educator give a clear explanation of the rationale for the activity?
2. Did the parent educator give a clear explanation of the objectives of the learning activity?
3. Did the parent educator demonstrate the procedures?
4. Did the parent educator demonstrate the materials to be used in the learning activity to the parent?
5. Did the parent actually work with the materials in the role of teaching a child?
6. Did the parent demonstrate by comments or questions that she was involved in the learning activity?
7. Did the parent educator take enough time to clearly explain the learning activities to the parent?

Section 3. Information

1. Did the parent educator talk with the parent about how the child was doing?

2. Did the parent educator discuss with the parent how the child did on the testing situation?
3. Did the parent educator bring information about the parent or group meeting to the parent?
4. Did the parent educator invite the parent to a meeting?
5. Did the parent educator discuss the previous week's learning activities with the parent?
6. Did the parent educator plan her next visit with the parent?
7. Did the parent educator have any informal "community" discussions with the parent?

Section 4. Socialization Cues

1. How would you describe the relationship between the parent and the parent educator?
    a. open hostility
    b. aloofness
    c. formal
    d. friendly
    e. warm, relaxed
2. Was the parent educator sensitive to the parent's needs and concerns? (Did the parent educator voice concern for the parent's needs?)
3. Was the parent educator responsive to the parent's needs and concerns? (Did the parent educator offer support or assistance?)
4. Did the parent educator verbally dominate the visit?
5. Did the parent verbally dominate the visit?

Section 5. Assessment

1. How would you rate the home visit?
    a. extremely successful
    b. successful
    c. moderately successful
    d. weak but not totally unsuccessful
    e. unsuccessful

2. How would you rate the parent's understanding of the unit taught previously and followed up today?
   a. Parent expressed awareness of the rationale.
   b. Parent expressed awareness of the specific behavioral objective (or task).
   c. Parent was able to demonstrate/discuss adequately the procedures she used to teach the child.
   d. Parent was able to demonstrate/discuss adequately the materials she used to teach the child.

PALS-9

PARENT EDUCATOR'S PERSONAL SELF ASSESSMENT

1. My strengths as a Parent Educator are -

2. In my job I have the hardest time doing -

3. To do my job better, I would like to
   a. develop skills in -

   b. gain information about -

   c. broaden understanding of -

4. I feel my supervisor would be more effective if he/she/they
   a. developed skills in -

   b. gained information about -

   c. broadened attitudes concerning -

5. Some practices I would change in the conduct of our in-service training sessions to help me learn more are as follows:

6. Some practices I would change in the conduct of our regular staff meetings to make the meetings more helpful to me are as follows:

PARENTS' EVALUATION OF PALS PROGRAM

1. In what ways was the parent educator of help?

2. How did you utilize your handbook?

3. In what ways was the psychologist of help?
   Suggestions for change:

4. Of what value were the home lessons?
   Suggestions for change:

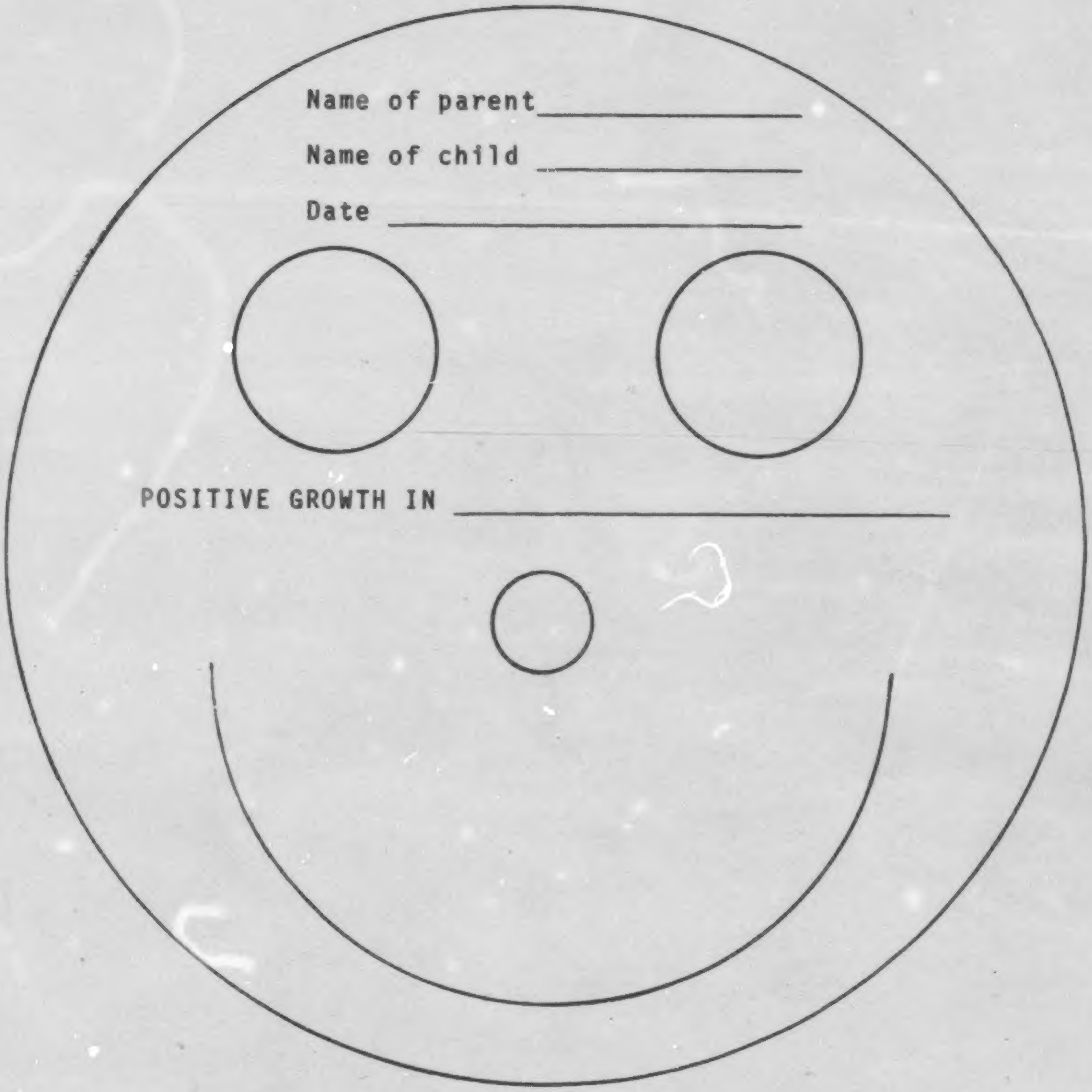
5. How helpful were the group meetings?
   Suggestions for change:

6. In what ways have you, your child, and family grown through your experiences in the PALS Program? (i.e., I learned that self talk with my infant stimulated his language development.)

LEARNING EPISODE

LEARNING EPISODE	PURPOSE	TEACHING DEVICES	ACTUAL PERFORMANCE	PARENT REACTIONS	RECOMMENDATIONS
To Develop Self Help	To be able to care for himself enhances his feeling of competence	Pour milk from a pitcher Zip a zipper			
Manipulative Activity	To develop release activities	Passing objects around, putting blocks in a can			
Cognitive Language Activity	To encourage imitation	Peek-a-boo, mirror play			
Construction of the Object in Space	Development of the notion of recognizable object	Present 2 different colored objects to baby lying in supine to stimulate baby to look from one object to another			

HAPPY FACE



Name of parent________________

Name of child ________________

Date _________________________

POSITIVE GROWTH IN _____________________________

Bibliography: Films, Books, Pamphlets

FILMS

ADVENTURES OF AN ASTERISK: Film 10 Min C
How a man views and discovers his world.

AND MINE ALONE
Tape Recordings
Jealousy as the evidence of insecurity in a relationship, as the expression of a demand rather than a need, an antithesis to the fluid, changing and evolving nature of a truly responsive and satisfying relationship.

ARTS AND CRAFTS OF MEXICO, PART I
Film 14 Min C
Pottery and weaving. Helps students to understand the Mexican people through their arts and crafts. Artisans are proud of their ability to make objects that are classically beautiful as well as useful.

ARTS AND CRAFTS OF MEXICO, PART II
Film 14 Min C
Basketry, stone, wood, and metals. Reveals a variety of places and skills and traditions which are all part of the story of the Mexican craftsman at work.

BATHS AND BABIES
Film 17 Min C
Even a very young baby responds to the attention he receives during a bath. He enjoys the sense of lively freedom in the water, the refreshment of a thorough cleansing, and the soothing and reassuring effect of lotion, cream, oil, powder.

BLACK AND WHITE UPTIGHT: Film, 35 Min C
Differences that do exist between black and white people are shown. Some examples of solutions found by both working together are given.

BOY TO MAN: Film 16 Min C
Physiological manifestations of maturation. Designed primarily for showing to boys just entering adolescence, Limited to the physical changes in the hope that improved understanding may lessen tension and fears. To be shown by special arrangements only. Restricted to parent education, biology, physiology.

BREATH OF LIFE: Film 16 Min C
When and where to use mouth-to-mouth breathing. How to apply the method in a variety of situations. Teaches basic steps. Designed for all ages--anyone who is willing to share the breath of life.

BUERMAN, LEO: Film, 13 Min C
Presents events on a single day in the life of a man with handicaps; having less than other men, yet he has something to give all men.

CAN A PARENT BE HUMAN: Film, 11 Min C
Discusses successful and unsuccessful parent-child relationships.

CAN YOU HEAR ME: Film, 20 Min
Available through Sacramento Hearing Society; focuses on problem of a child's deafness, what happens to his family as it learns of the disability, and how to work with it; includes segment on hearing tests, and the John Tracy Clinic in Los Angeles.

CHILD WATCHERS, THE: Film, 30 Min C
Uses situations to measure early child development.

CHILDREN LEARNING BY EXPERIENCE
Film 40 Min B/W
Develops theories that all children want to learn. They enjoy practicing simple skills; they strive to understand world around them; they learn some things at second hand, and great many things by play and imagination.

CHILDREN'S FANTASIES: Film 21 Min B/W
How a child's fantasies develop and how the child is affected by them. When properly channeled, fantasies can be an impetus to artistic, creative living.

COLOR OF MAN: Film 10 Min C
Through a combination of animated drawings and photography, presents a simplified summary as to how different skin colors came to be. Demonstrates that forces which brought about color differences long ago have been all but overcome by science and transportaion.

CONTROL YOUR EMOTIONS: Film 12 Min B/W
The essential understandings of psychology which apply to the control and direction of emotions.

DISCIPLINE AND SELF CONTROL: Film 25 Min B/W
Teaching and living with children in dealing with discipline.

EARLY MARRIAGE: Film 25 Min C
Advances some ideas about marriage at any age, including marriage in high school.

FACING REALITY: Film 12 Min B/W
Defense mechanisms--why and how people use them. An adolescent boy covers up his real feelings of failure and frustration by negativistic, face-saving, and attention-getting behavior.

FAMILY CIRCUS: Film 10 Min B/W
Exposition of sibling rivalry--a child is jealous of her baby brother. She acts up in order to gain attention.

FIRST TWO WEEKS OF LIFE (Pampers): Film 17 Min C
A careful study of parents and child, beginning with birth and continuing for two weeks.

FIVE CHILDREN (Kit)
This contains filmstrips and records describing the needs of children.

FIVE FAMILIES (Kit)
This contains filmstrips and records telling the stories of different ethnic groups.

FOCUS ON CHILDREN: Film 26 Min C
Demonstrates that a child's learning to satisfy his curiosity, to use his body, to express himself, to cope with his own feelings and emotions, and to get along with other people is basic learning, wherever it happens.

FOUR CHILDREN: Film 20 Min B/W
This is the story of four Head Start children and the homes that influence them.

FOUR FAMILIES: Film 61 Min B/W
On-the-spot comparison of family life in four countries. Part I--India and France. Part II--Japan and Canada.

FROM GENERATION TO GENERATION: Film 27 Min C
Animation and live action illustrate the basic facts of human reproduction, childbirth as an emotional and spiritual experience, as well as a physical one.

GIRL TO WOMAN: Film 16 Min C
Important film for girls dealing with human growth and development during the turbulent change from girlhood to womanhood. Describes the male reproductive system as well as that of the female. Restricted to Parent Education, Biology, Physiology.

GUIDING BEHAVIOR: Film 20 Min C
Nursery school situations in which young children need adult help in learning to manage group and individual behavior. Common developmental problems of 3, 4, and 5-year olds.

HE ACTS HIS AGE: Film 15 Min B/W
Survey of typical behavior of children from the ages of 1 to 15 years, illustrated through the play activities of a group of youngsters at a large picnic. Illustrates that as children grow their interests, activities, and emotions change.

HEAD START TO CONFIDENCE: Film 22 Min B/W
Discusses advantages of Head Start experiences for child growth.

HEREDITY AND ENVIRONMENT: Film 10 Min B/W
Heredity gives us certain basic capabilities, and environment determines the extent and direction of our use of those capabilities. Overview of cultural inheritances, genetics, environmental influences, and their interrelationship.

HOW AN AVERAGE CHILD BEHAVES, AGES ONE THROUGH FIVE (Kit)
Film strip and record, produced by Parent's Magazine.
These record growth and development of children, ages 1 - 5 years.

HOW BABIES ARE MADE: 2x2 slides
Created to help parents explain the facts of life and to strengthen the parent-child relationship by enabling the basic facts of sex education to be an experience shared by father, mother, and child together. Restricted to Parent Education.

HUMAN GROWTH: Film 20 Min C
Biological facts of sex as a part of human growth and development, establishes teacher-pupil relationship conductive to easy classroom discussion. Diagrams of the glands which control physical and sexual activity, the male and female sex organs, menstruation, fertilization, pregnancy, and birth. Restricted to Parent Education, The Family 15, Biology, Physiology.

HUMAN HEREDITY: Film 18 Min C
Factors concerning human heredity, sex, and roles. Restricted to Parent Education.

HUMAN REPRODUCTION: Film 21 Min B/W
Human reproductive systems and the process of normal human birth. Models and animated drawings are used to describe the anatomy and physiology of the reproductive organs of men and women. Restricted to 7th Grade Physiology, The Family 15, Physiology, Biology.

I NEVER WENT BACK: Film 16 Min C
Some of the significant characteristics of early school leavers average ability, excessive mobility, lack of strong parental motivation, reading retardation, and minimum participation in school and social activities. Primary message is that education is continuous and available for those who wish to take advantage of it.

IT'S WONDERFUL BEING A GIRL: Film 20 Min C
Simply and sympathetically explains the facts about menstruation to young girls. Answers questions that naturally arise, and fosters wholesome and intelligent attitudes.

IVAN AND HIS FATHER: Film 13 Min C
Explores problems in family communication.

LABEL LOGIC: Film 18 Min C
Information on confident and wise food and drug purchase.

LEARNING, GROWING, LEARNING: Film 20 Min C
Shows learning episodes which stimulate growth.

LIFE BEFORE BIRTH, PT. 1: FS 51 FR C
Sperm and ovum, their union, and first cellular divisions which begin the long process which is the creation of a new human being. Implantation of the blastocyst in the uterine cavity, the differentiation of cells, the embryonic plate and the development of the embryo up to five weeks.

LIFE BEFORE BIRTH, PT. II: FS 53 FR C
First five weeks are briefly recapitulated and then, in a most amazing series of photographs, the growth of the embryo is shown up to the time of birth.

LIFE WITH BABY: Film 18 Min B/W
How children grow--mentally and physically. Non-technical in character, film is replete with psychological and human interest and will help toward a better understanding of the young child.

LIVING WITH BROTHERS AND SISTERS: FS & REC 46 FR C
Problems about which teenagers complain, competition for parents' time and attention, special privileges that older brothers and sisters enjoy, being bossed by older brothers and sisters, the nuisance and irritation caused by younger ones.

MAN AND HIS CULTURE: Film 15 min. B/W
Great variety of ways in which people live. Compares African tribesman, American city dwellers, people of China, Mexico, South America, and India. Characteristics which all cultures have in common, and the conflict which results from the fact that cultures are constantly changing.

MARRIAGE ENRICHMENT PROGRAM
Recorded lectures on Communication in the Home; Understanding Ourselves; Human Sexuality in Marriage; Acceptance, Maturity, Responsibility; Dollars and Sense; Raising Emotionally Healthy Children; Sex Education in the Home.

NEWBORN (Johnson & Johnson): Film 28 Min C
This shows babies and parents of various ethnic groups, studies growth and development of children, discusses parental attitudes.

PARENTS ARE TEACHERS TOO: Film 12 Min B/W
This presents the fact that parents are vital in the education of their children.

ROOM TO LEARN: Film 22 Min C
The learning potential of the very young child is encouraged through enriching experiences.

SETTING THE STAGE FOR LEARNING: Film 22 Min C
Young children at play in a series of familiar nursery school activities. Purposeful involvement of children, who are at work trying to discover how things behave and what can be done with them as they experiment with sand, construct with blocks, reenact family life and many more activities.

SHYNESS: Film 21 Min B/W
Shyness in children, its causes, and how, through a greater understanding by parents and teachers, the problem may be dealt.

SIBLING RELATIONS AND PERSONALITY: Film 22 Min B/W
Demonstrates the relationships a child has with his brothers and sisters throughout the developmental years. Importance of understanding complex personality influences in helping youngsters through childhood and adolescence.

SIBLING RIVALRIES AND PARENTS: Film 22 Min B/W
Describes the reasons for rivalry among brothers and sisters and means of holding natural friction to a minimum.

STORY OF MENSTRUATION: Film 10 Min C
Animated drawings and diagrams tell in a pleasant, direct and scientific manner the frank story of this natural phenomenon. Restricted to Parent Education, Biology, Physiology.

STRANGERS: Film 10 Min B/W
Teaching a child to know the correct and safe conduct when meeting strangers under unsupervised conditions is a vital responsibility of parents and teachers. The film has a completely positive attitude in its approach to teaching this important lesson.

TEACH YOUR CHILD TO TALK: Kit (Film 10 Min C, slides, manual)
The kit demonstrates language growth from birth to 3 years, and home stimulation of language.

TERRIBLE TWOS AND TRUSTING THREES: Film 22 Min B&W
Terrible twos are pushing, crawling, climbing, in never ceasing activity. Home shots show mothers how best to cope with curiosity, inability to share with others and tantrums. A year later same children are shown at home and school, and the developments in their behavior and abilities are reviewed.

THERE'S NOBODY JUST LIKE YOU: FS 36 FR C
Factors which operate to make us each an individual and yet alike in many ways. Discussion of inherited physical characteristics and the influence of environment--family, friends, and community.

THEY LEARN FROM EACH OTHER: Film 30 Min C
Children develop socially at different pre-school ages and how they react to various children in play situations.

UMBRELLA, THE: Film 28 Min B&W
Beautiful and powerful film giving opportunity for insight into the private world of the child's mind. Why one boy from a family with a good social background committed a delinquent act.

WORLD OF A GIRL: Film 18 Min C
Delightful story about the special and wonderful world of a young girl. It tastefully and sensitively presents the subject of menstrual hygiene and the psychological factors involved. Part of film is devoted to important medical facts on this subject.

YOU'RE GROWING UP: Film 10 Min B&W
Clarifies some of the complicated physical and emotional processes of growing up. Treats four major periods of physical growth, and parallels these periods with emotional changes.

ADDITIONAL FILMS

1974-75

A CHILD IS A CHILD: Film

Shows children of all abilities.

CHANGING: Film

Young family seeks to create an alternate lifestyle, more open, spontaneous.

CHILD'S POINT OF VIEW: Kit

Five filmstrips.

CHILD'S RELATIONSHIP WITH THE FAMILY: Kit

How a child sees himself.

COMMUNITY IN QUEST: Film

Generation gap is slowly closed in therapeutic group.

DEVELOPING VALUES: Kit

Focuses on process by which values are formed.

FIRST FRIENDS: Film

Shows how child becomes part of a group.

ISRAELI BOY'S LIFE ON A KIBBUTZ: Film

Story of a boy born and raised on a kibbutz.

JOBS AND GENDER: Kit

Explores sexual barriers in communication.

REINFORCEMENT THERAPY: Film

Shows how to use reinforcement therapy on the autistic child.

SHAPING IDENTITY: Kit

Identity involves awareness of self.

STAGES OF PERSONALITY DEVELOPMENT: Film

Infancy through middle childhood.

THE FAMILY: Film

Eye of the camera catches elements of family interaction missed by the naked eye.

THINKING, MOVING, LEARNING: Film

Jack Capon's developmental program.

TO BE A PERSON: Film

Reflections of young people regarding their feelings and philosophy about their relationships with others.

TO BE A WOMAN: Film

Interviews with young women, self image.

WALLS AND WALLS: Film

Breaking down communication barriers.

WHAT DO YOU THINK: Film

Demonstrates three major stages of cognitive development in six children, ages 4 to 11.

WOMEN - AND EVERYTHING NICE: Film

Shows process of women's consciousness.

YOUR MOUTH: Film

Examines many aspects of human mouth from babyhood to maturity.

WHAT EVERY CHILD WANTS THEIR PARENTS TO KNOW: Tape

Question and answer tape by Dr. Lee Salk.

BOOKS

Anderson, Camellia M., JAN, MY BRAIN DAMAGED CHILD, Durham Press, 1963.

Andry, Andrew C., HOW BABIES ARE MADE, Time-Life, New York, 1968.

Bacmeister, Rhoda W., TEACHERS FOR YOUNG CHILDREN - THE PERSON AND THE SKILLS, Early Childhood Education Council of New York, New York, N.Y.

Baruch, Dorothy, NEW WAYS IN DISCIPLINE. New York: McGraw-Hill Co., 1949.

Baruch PhD., Dorothy Walter, NEW WAYS IN SEX EDUCATION. McGraw-Hill Inc., New York, Toronto, London, 1959.

Beadle, Muriel, A CHILD'S MIND. Garden City, New York: Doubleday, 1970.

Bereiter, Carl and Engelmann, Siegfried. LANGUAGE LEARNING ACTIVITIES. New York: Anti-Defamation League of B'nai B'rith.

Bereiter, Carl and Engelmann, Siegfried, TEACHING DISADVANTAGED CHILDREN IN THE PRESCHOOL. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Bettelheim, Bruno. DIALOGUES WITH MOTHERS. New York: Free Press, 1962.

Bettelheim, Bruno. THE CHILDREN OF THE DREAM. Macmillan, 1969.

Bird, Carolyn, BORN FEMALE. New York: McKay Publishing Co., 1970.

Bossard, James, THE SOCIOLOGY OF CHILD DEVELOPMENT. New York: Harper & Row, 1966.

Briggs, Dorothy, YOUR CHILD'S SELF ESTEEM. Garden City, N.Y.: Doubleday, 1970.

Brisbane, Holly E. and Riker, Audrey Palm, THE DEVELOPING CHILD, Charles A. Bennett Co., Inc., Peoria, Illinois, 1967.

Buck, Pearl, JOHNNY JACK AND HIS BEGINNINGS. John Day Company, 210 Madison Ave., New York 16, New York, 1954.

Button, Alan, THE AUTHENTIC CHILD. New York: Random House, 1969.

Chandler, C; Lowrie, R.; Peters, Ann, EARLY CHILD CARE, NEW PERSPECTIVES, Atherton Press, New York, 70 Fifth Ave., New York 10011, Library of Congress 68 27526-1968.

Cockefair, Edgar A. and Ada M., THE STORY OF YOU. Monona Publications, P.O. Box 3222, Madison 4, Wisconsin.

Cohen, Dorothy H., and Stern, Virginia, OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN, Teachers College Press, Columbia University, New York, N.Y., 1958.

Cretan, Gladys, ME, MYSELF, AND I. William Marrow Co., New York, 1969.

Crossen, Stacy, ME IS HOW I FEEL. McCall, 1970. Book includes poems that help the reader know more about his emotions.

Czuchna, Gordon, TEACH ME TO TALK. New York: CIBCO/Standard Publishing Co., 1971.

Davis, Adelle, LET'S HAVE HEALTHY CHILDREN. New York: Harcourt-Brace, 1951.

deBeauvoir, Simone, THE SECOND SEX. New York: Knopf Publishing Co., 1953.

Delbert, Alvin D. and Harmon, Alice J. NEW TOOLS FOR CHANGING BEHAVIOR. Champaign, Ill.: Research Press, 1970.

Deutsch, Helen, THE PSYCHOLOGY OF WOMEN. New York: Grune and Sratton Co., 1945.

Deutsch, Martin, THE DISADVANTAGED CHILD. New York: Basic Books, 1967.

Dodson, Fitzhugh J., HOW TO PARENT, Los Angeles, Calif.: Nash Publishing, 1970.

Dreikurs, R., CHILDREN: THE CHALLENGE. New York, Hawthorn Books, 1964.

Dreikurs, R. and Grey, L., PARENT'S GUIDE TO CHILD DISCIPLINE. New York: Hawthorn Books, 1970.

Engelmann, Siegfried, GIVE YOUR CHILD A SUPERIOR MIND, Simon & Schuster.

English, Oliver S., FATHERS ARE PARENTS TOO. New York: G. P. Putnam's Sons, 1951.

Ets, Marie Hall, THE STORY OF A BABY. Viking Press, New York, 1967.

Fast, Julius, BODY LANGUAGE. New York: M. Evans, distributed in association with Lippincott, 1970.

Fraeberg, Selma, THE MAGIC YEARS. New York: Charles Scribner and Sons, 1959.

Frank, Lawrence and Mary, HOW TO HELP YOUR CHILD IN SCHOOL. New York: Viking Press, 1950.

Frankel, Lillian and Godfrey, WHAT TO DO WITH YOUR PRESCHOOLER. New York: Sterling Publishing Company, 1953.

Friedan, Betty, FEMININE MYSTIQUE. New York: Norton Publishing Co., 1963.

Galambos, Jeanette, A GUIDE TO DISCIPLINE. National Association for the Education of Young Children, Washington, D.C., 1969.

Galarza, Ernesto, BARRIO BOY. Notre Dame, Indiana: University of Notre Dame Press, 1971.

Gardner, Bruce, DEVELOPMENT IN EARLY CHILDHOOD. New York: Harper & Row, 1964, pp. 349.

Gesell, Arnold and Ilg, Frances L., CHILD DEVELOPMENT. New York: Harper & Row, 1949.

Gesell, Arnold. THE FIRST FIVE YEARS OF LIFE. New York: Harper and Bros., 1949.

Gilbreth, Frank B., Sr., HOW TO BE A FATHER. New York: Crowell Publishing Co., 1958.

Ginott, Haim G., BETWEEN PARENT AND CHILD. New York: Macmillan, 1965.

Gordon, Ira J., PARENT INVOLVEMENT IN COMPENSATORY EDUCATION. Urbana, Ill.: University of Illinois Press.

Gordon, Ira and Tally, J. R., INTELLECTUAL STIMULATION FOR INFANTS AND TODDLERS, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida.

Gordon, Thomas, PARENT EFFECTIVENESS TRAINING. New York: P. H. Wyden, 1970.

Grollman, E. A. (Ed.), EXPLAINING DEATH TO CHILDREN. Boston: Beacon Press, 1967.

Gruenberg, Sidonie M., THE WONDERFUL STORY OF HOW YOU WERE BORN. Hanover House, 1970.

Hardy, William; Miriam, and others, LEARNING TO TALK. Bethesda, Md. Prepared by the Information Office, National Institute of Neurological Diseases and Strokes, 1969.

Harris, Thomas A., I'M OK, YOU'RE OK. New York: Harper & Row, 1969.

Hartley, R. and Goldenson, R., THE COMPLETE BOOK OF CHILDREN'S PLAY.

Hein, Lucille, ENJOY YOUR CHILDREN. New York: Abingdon Press, 1959.

Holt, John, HOW CHILDREN LEARN. Work, Pitman Publishing Corp., 1967.

Homan, William E., CHILD SENSE. New York: Basic Books, 1969.

Hymes, James, EFFECTIVE HOME-SCHOOL RELATIONS. New York: Prentice-Hall, 1953.

Ilg, Frances L. and Ames, Louise B., CHILD BEHAVIOR. New York: Dell Publishing Co., 1961.

Ilg, Frances L. and Ames, Louise B., PARENTS ASK. New York: Harper, 1962.

Ilg, Frances L. and Ames, Louise Bates, THE GESELL INSTITUTE'S CHILD BEHAVIOR, Harper and Row, New York, N.Y., 1955.

Johnson, June, HOME PLAY FOR THE PRESCHOOL CHILD. New York: Gramercy Publishing Co.

Johnson, Wendell, AN OPEN LETTER TO THE MOTHER OF A "STUTTERING" CHILD. Danville, Ill. Interstate Printers and Publishers, 1962.

Keister, Mary Elizabeth, THE GOOD LIFE FOR INFANTS AND TODDLERS, University of North Carolina Press, P.O. Box 510, Chapel Hill, North Carolina 27514.

Krasilowsky, Phyllis, THE SHY LITTLE GIRL. Hwegbter Borton, 1970.

Krasilowsky, Phyllis, THE VERY TALL LITTLE GIRL. Doubleday, 1969.

Krumboltz, John and Helen, CHANGING CHILDREN'S BEHAVIOR. New York: Prentice-Hall, 1972.

Kunzelmann, Harold (editor), PRECISION TEACHING. Seattle, Wash.: Special Child Publications, 1970.

Lerrigo, Marion O., and Southard, Helen, A STORY ABOUT YOU. E. P. Dutton & Company, Inc., 300 Park Ave. South, New York, New York, 1968.

Levy, John and Munroe, Ruth, THE HAPPY FAMILY. New York: Knopf Publishing Co., 1938.

Lewis, Oscar, FIVE FAMILIES. Basic Books, 1959. New York.

Lorenz, Konrad, ON AGGRESSION. New York: Harcourt, Brace & Co., 1966.

Masters, William H., HUMAN SEXUAL INADEQUACY. Little, Brown, Boston.

McIntire, Roger W., FOR LOVE OF CHILDREN. CRM, Del Mar, Calif., 1970.

Miller, Elvena, IS YOUR CHILD BEGINNING TO STUTTER? Danville, Ill., Interstate, Printers and Publishers, 1960.

Neisser, Edith, BROTHERS AND SISTERS. New York: Harper Bros., 1951.

Nimkoff, Meyer F. (Ed.), COMPARATIVE FAMILY SYSTEMS. Boston: Houghton-Mifflin, 1965.

Overstreet, Bonaro, UNDERSTANDING FEAR IN OURSELVES AND OTHERS. New York: Harper Bros., 1951.

Painter, Genevieve, INFANT EDUCATION, Dimensions Publishing Co., San Raphael, Calif.

Pennington, R. Corbin and Elizabeth James, FOR THE PARENTS OF A CHILD WHOSE SPEECH IS DELAYED. Danville, Ill.: The Interstate Printers and Publishers, 1965.

Piaget, Jean, THE TEACHING OF YOUNG CHILDREN. New York: Schocken Books, 1970.

Podolsky, Edward, THE JEALOUS CHILD. New York: Philosophical Library, 1954.

Prescott, David A., THE CHILD IN THE EDUCATIVE PROCESS. New York: McGraw-Hill, 1957.

Rambusch, Nancy, LEARNING HOW TO LEARN, the Montessori Method, Baltimore, Md.: Helicon Press, 1962.

Redl, Fritz and Wineman, David, CHILDREN WHO HATE. New York: Free Press, 1951.

Rogers, Carl, ON BECOMING A PERSON. Boston, Mass.: Houghton Mifflin, 1961.

Sharp, Evelyn, THINKING IS CHILD'S PLAY. New York: Dutton Publishing, 1969.

Showers, Paul, A BABY STARTS TO GROW. Thomas Crowell Co., New York, 1969.

Showers, Paul and Kay, BEFORE YOU WERE A BABY. Crowell, New York, 1968.

Spock, Benjamin, BABY AND CHILD CARE. New York: Affiliated Publishers, Inc. 1957.

Todd, Vivian E., THE YEARS BEFORE SCHOOL. New York: Macmillan, 1970.

Van Riper, Charles, HELPING CHILDREN TALK BETTER. Chicago, Ill.: Science Research Associates, 1951.

Van Riper, Charles, TEACHING YOUR CHILD TO TALK. New York: Harper and Row, 1950.

Widdows, Eleanor, BEST BOOKS FOR CHILDREN. New York: Bowker Publishing Co., 1972.

Wilkerson, David, PARENTS ON TRIAL: WHY KIDS GO WRONG OR RIGHT. Hawthorn Books, New York, 1967.

Wolf and Szasz, HELPING YOUR CHILD'S EMOTIONAL GROWTH.

Woodcock, Louise P., LIFE AND WAYS OF THE TWO-YEAR-OLD, Basic Books, Inc. (E. P. Dutton & Co., Inc.), New York, N.Y., 1941.

Young, Marjabelle and Buckwald, Ann, STAND UP, SHAKE HANDS, SAY "HOW DO YOU DO."

ADDITIONAL BOOKS

1974-75

Axline, Virginia M., DIBS, Houghton Mifflin Company

Cratty, PERCEPTUAL AND MOTOR DEVELOPMENT IN INFANTS

Cole, Haas, Bushnell, Weinberger, I SAW A PURPLE COW & 100 OTHER RECIPES FOR LEARNING

Erickson, Erick H., CHILDHOOD AND SOCIETY, W.W. Norton & Company, Inc.

Freed, Alvyn M., TA FOR KIDS

Jenkins, Schacter, Bauer, THESE ARE YOUR CHILDREN

Kalt, MOTHER'S GUIDE TO CHILD SAFETY

Kuplan, CHANGE FOR CHILDREN

Levy, Janine, BABY'S EXERCISE BOOK

Marzollo, Jean, Lloyd, Janice, LEARNING THROUGH PLAY

Patterson, LIVING WITH CHILDREN

Satir, Virginia, CONJOINT FAMILY THERAPY, Science & Behavior Books, Inc.

Scott, TALKING TIME

Scott, L.B., Thompson, J.J., RHYMES FOR FINGERS AND FLANNEL BOARDS

PAMPHLETS AND PERIODICALS

Allen, Donald E. et al, "Nutrition, Family Commensality, and Academic Performance." JOURNAL OF HOME ECONOMICS, Vol. LXII, No. 5, May, 1970, p. 333.

American Medical Association, 535 No. Dearborn St., Chicago 10, Ill. PARENTS RESPONSIBILITY, prepared for Joint Committee on Health Problems in Education of the National Education Assoc. and the American Medical Association (for parents of young children).

Bryant, John E. HELPING YOUR CHILD SPEAK CORRECTLY. New York: Public Affairs Pamphlets, 1970.

Child Study Association of America. WHAT TO TELL YOUR CHILD ABOUT SEX. Pocket Book, Inc., New York, 1959.

Escalona, Sibylle K., PATTERNS OF INFANTILE EXPERIENCE, in The Psychoanalytic Study of The Child, Volume XVIII, 1963.

Dittmann, Laura, editor, WHAT WE CAN LEARN FROM INFANTS, National Assoc. for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C.

Green, Marjorie M. and Woods, Elizabeth L., A NURSERY SCHOOL HANDBOOK FOR TEACHERS AND PARENTS, Sierra Madre Community Nursery Assoc., Sierra Madre, Calif. 1966.

Harms, Thelma, DISCIPLINE--A POSITIVE APPROACH. Calif. State Dept. of Social Welfare, Training Aid #34, Training Bureau.

The Journal of the National Association for the Education of Young Children, Washington, D.C. Article from YOUNG CHILDREN.
Vol.XXIII, No. 2, Nov. 1967, Caroline Cappel, "Three to Get Ready" pp. 87-89.
Vol. XXIII, No. 3, Jan. 1968, Florence Schulz, "Helping Parents of Two-Year Olds" pp. 161-169.

Keister, Mary Elizabeth, A DEMONSTRATION PROJECT: 'THE GOOD LIFE' FOR INFANTS AND TODDLERS, Director Demonstration Project, Group Care for Infants, University of North Carolina.

Look Magazine, Jan. 26, 1971, THE AMERICAN FAMILY.

Marshall, J. G., and Marshall, V. W., THE TREATMENT OF DEATH IN CHILDREN'S BOOKS. Omega, Feb. 1971, 2 (1), 36-45.

Nation, Vol. CCXII, May 17, 1971, p. 612, PLAYING GAMES WITH HUNGER.

National Dairy Council, "Malnutrition in Early Life and Subsequent Mental Performance," DAIRY COUNCIL DIGEST, Vol. XXXVIV, May-June, 1968, p. 13.

New York State Council for Children, Jamaica, N.Y., 1960, GOOD LIVING FOR YOUNG CHILDREN.
"Moving into Group Life" by Elizabeth A. Vernon.
"Should Learning Be Hurried?" by Cornelia Goldsmith.

Nutrition Reviews, Vol.XXVI, No. 8, Aug., 1968, p. 228. MALNUTRITION AND HUNGER IN THE U.S.A.

Nutrition Reviews, Vol. XXVI, No. 7, July, 1968, p. 197. UNDERNUTRITION IN CHILDREN AND SUBSEQUENT BRAIN GROWTH AND INTELLECTUAL DEVELOPMENT.

Pasamanick, Benjamin, "A Child is Being Beaten: The Effects of Hunger." VITAL SPEECHES, Vol. XXXVII, May 15, 1971, p. 465.

Read, M. S., "Malnutrition and Learning," EDUCATION DIGEST, Vol. XXXV, April, 1970, p. 8.

Sacramento County Department of Social Welfare, Special Projects Bureau, HUNGER SURVEY, mimeograph, Sacramento County survey, July-August, 1969, from samplings of AFDC families.

Segner, Leslie, WAYS TO HELP BABIES GROW AND LEARN, John F. Kennedy Child Development Center, University of Colorado Medical Center, Denver, Colorado.

Stolz, Lois Meek, and Hymes, James L., SHOULD CHILDREN UNDER TWO BE IN NURSERY SCHOOL?, Kaiser Child Service Centers Pamphlets for Teachers #7, (Uncopyrighted pamphlet; now out of print; to be reproduced locally.)

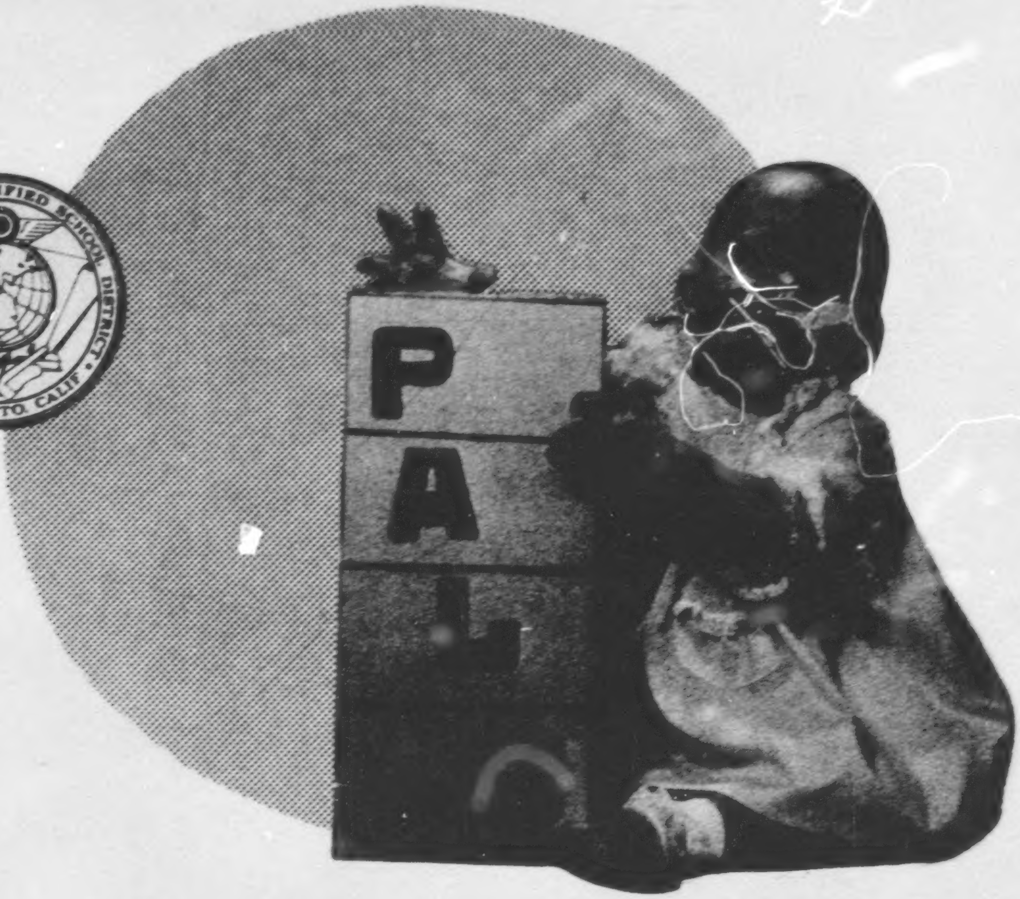
U. S. Office of Education, Division of Compensatory Education, Washington, D.C. 20202. INFANT EDUCATION RESEARCH PROJECT IN WASHINGTON, D.C.

Wolf, A. W. M., HELPING YOUR CHILD TO UNDERSTAND DEATH. New York: Child Study Association of America, 1958.

APPENDIX B

PARENT ASSISTED LEARNING STRATEGIES

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT · SACRAMENTO, CALIF.



PARENT'S HANDBOOK

E.S.E.A., TITLE III

Sacramento City Unified School District

Personnel Services

Staff Training Serices Department

Board of Education

Grant Bennett, President
Thomas Chinn, Vice President
D. Jackson Faustman
Eva Garcia
Judy Kerri
Hugh F. Melvin
William G. Rutland

Administration

Joseph H. Lynn, Superintendent
, Deputy Superintendent
Robert N. Hansen, Assistant Superintendent
Personnel Services
Fred J. Stewart, Administrator
Staff Training Services/Summer School Departments
John H. Schrock, Coordinator
Parent Assisted Learning Strategies
Marilyn Geraty, Demonstration Teacher

FOREWARD

Early learning experiences within the family are among the most important influences shaping personality and affecting the behavior of every child; therefore, the parent is the child's first and most important teacher.

The period from birth to school entry is a period of extremely rapid growth and development. Early infancy deserves the best in stimulation for effective growth in physical, social, language, and cognitive areas.

The general object of the Parent Assisted Learning Strategies Program is to enable parents to become more effective agents in the development of their children's skills and appropriate behaviors. This program, based in the home situation, assumes that learning is an ongoing process wherein both parent and child experience successful growth.

When parents are actively involved in the education of their children, they will continue to enhance the child's growth and their own activity.

Joseph H. Lynn
Superintendent

PREFACE

It is hoped that the parents and children enrolled in the Parent Assisted Learning Strategies Program (PALS) will experience growth and understanding. This handbook will assist parents in developing goals for themselves and their children. Information on health, safety, community resources, and stages of development is presented. This book also suggests areas of stimulation in children for optimum social, physical, language, and cognitive growth.

PARENT ASSISTED LEARNING STRATEGIES

PROJECT STAFF

Administrator, Staff Training Services Department

Project Coordinator

Resource Teacher

Psychologist

Evaluator

Parent Educators

Consultants

TABLE OF CONTENTS

Title Page

Administration ii

Foreward iii

Preface iv

Table of Contents v

Philosophy 1

PALS Goals For Children 4

PALS Goals For Parents 15

Behavior 29

Dialogues For Parents 35

Health Needs 43

Health Information 56

Growth and Development 62

Language Environment 70

Sources Of Stimulation 92

Home Lessons 114

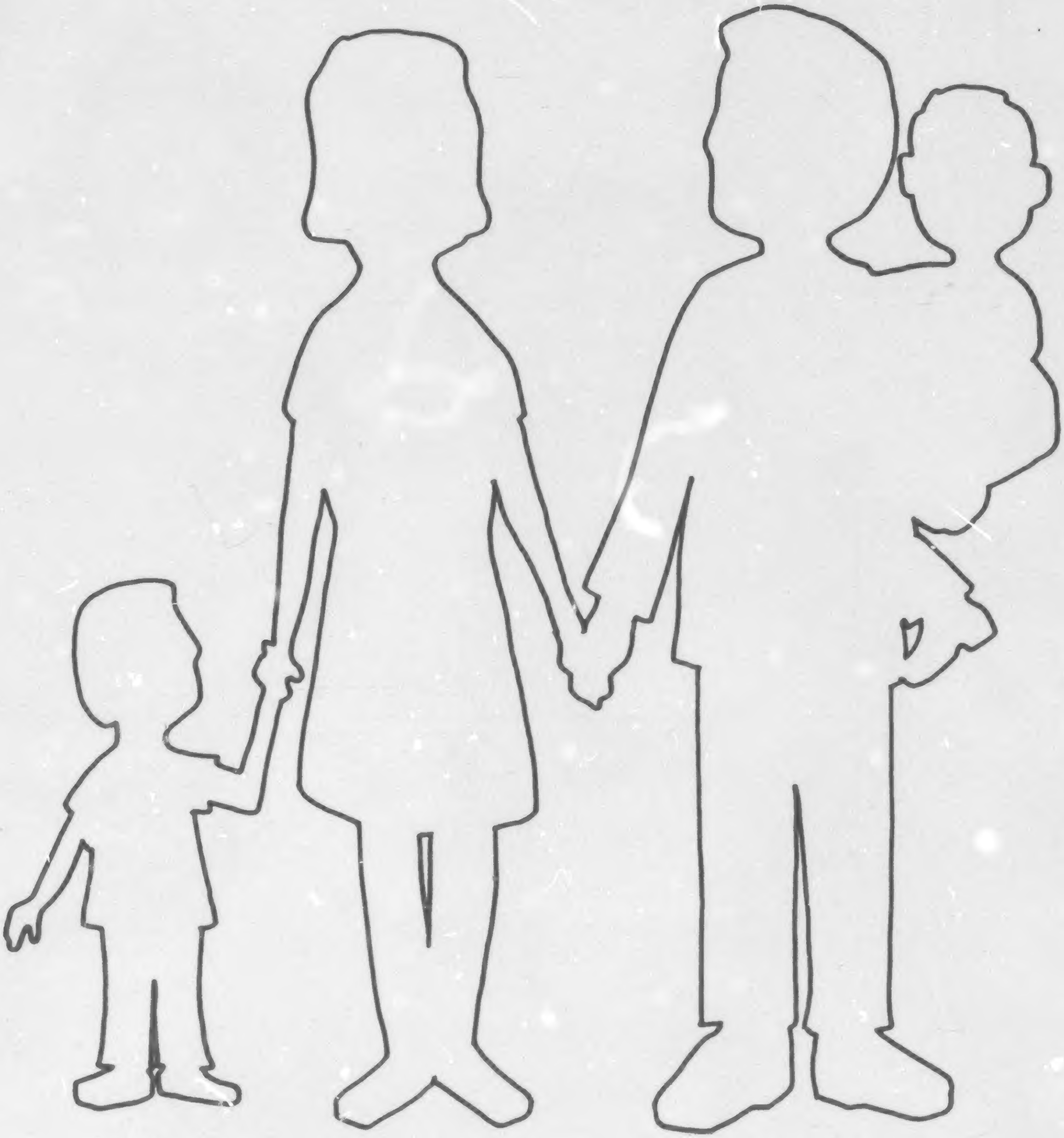
Observations 144

Parents Learning Together 158a

Community Resources 159

Bibliography: Books, Pamphlets 164

Philosophy



PHILOSOPHY

We live in a world in which there are many changes taking place in the structure of family life. The family is of strategic importance to our civilization and to the preservation of a free world. In our country, parents need to consider how best to bring up mature, responsible citizens able to function in and to maintain a free society. Parents can learn to understand themselves and to understand their own child's development. These understandings assist parents in making choices and in thinking through decisions they must make in their handling of their own children. By observing and assisting their own and other children, parents learn what young children can reasonably be expected to do and how to provide suitable experiences which help children learn about their world.

Parents and early experiences within the family are among the most important influences that shape the personality and affect the behavior of every child. Also important are neighborhood and group experiences and the influences and pressures of the broader social and cultural environment. In all cases, parents are the child's first and most important teachers.

Parent Assisted Learning Strategies (PALS) is based on the philosophy that parents and the home situation are of utmost importance in the growth and development of infants and toddlers. Trained staff can help parents become more effective in encouraging the healthy growth and development of their children. Parents in the program will develop greater awareness in order to provide an enriched home environment which will foster physical, mental, emotional, and social development. This will enhance the children's potential for success in school and later life.

Parent Assisted Learning Strategies program assists parents in helping

1. to provide a wide range of experiences for the purposes of stimulating a child's interests in the world by motivating a child's desire to seek information, by developing cognitive processes;
2. to develop language skills in the child through listening, use of words, visual and auditory perception;
3. to provide the child with a sense of self-worth and well-being by meeting basic health needs, treating him as a respected individual, developing responsibility, competency, and self-understanding;
4. to accustom the child to varied social experiences; and
5. to establish good relationships and communication between parent and child.

Parents can help children in their growth by providing certain experiences and materials along with freedom to use their experiences and materials. Parents must remember, however, that every child is different.

LET'S TAKE A NAP

Almost every day

After my lunch

After my milk

After I go potty

And teddy and piggy, my green turtles,

Have been fed

And I can't think of anything to do quick enough

Mommy says, "Come on choclate drop"

'cause she thinks I don't remember what she wants

"Let's take a nap"

Just 'cause I'm a little feller don't mean I'm dumb!

Then she takes off my shoes and pants and hops me

Into her big bed

And I have to:

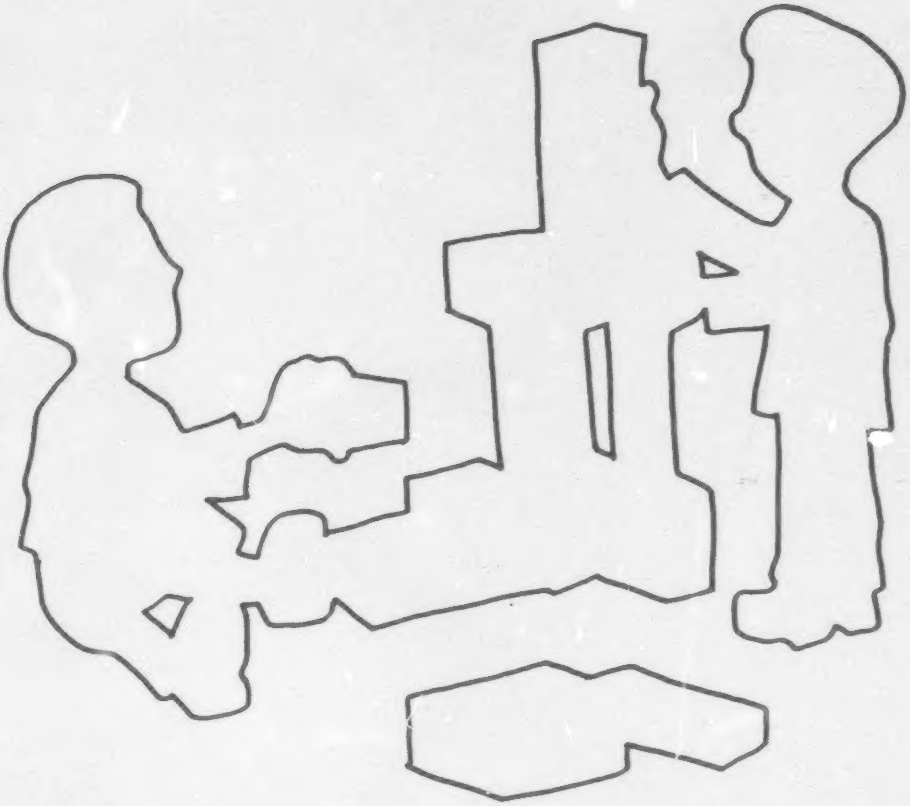
> Climb on her chest
> Be tossed in the air
> Get tickled under my chin
> Hear this little piggy three times
> And get the bottom of my feet kissed
> at least twice

Before I put her

To sleep.

- Nikki Giovanni

PALS Goals For Children



PALS GOALS FOR CHILDREN

Goals include helping children

feel comfortable about themselves;

feel secure with other people;

have new experiences and learn to talk about them;

grow toward responsibility and self-control.

WHAT SHOULD INFANTS AND TODDLERS LEARN?

In the first three years of life the young child is expected to learn:

- to control his body.

  He learns to see and recognize persons and things, to hear and recognize sounds, to feel objects.

  He learns to coordinate body and eyes so that he can grasp, hold, throw, move things.

  He learns to crawl, walk, run, jump, skip, ride a tricycle.

- to depend upon himself.

  He learns to accept and develop self-identity.

  He learns to feed and dress himself, wash and bathe himself, take care of toilet needs--with occasional help.

  He learns to be able to play away from mother.

  He learns to accept eating and sleeping schedules.

- to explore and solve his problems in managing the world around him.

  In his play he imitates the adult world and tries out their words and actions.

  He places himself in a male or female role.

  He develops social awareness.

- to live and play with others.

  He learns how to fit his own wants and needs to those of others around him.

  He learns how to wait his turn, listen, share, and take small responsibilities.

  He shows self-confidence and is able to play with other children and be comfortable with adults.

- to talk.

  He uses language as a means of purposeful communication.

His language should be accompanied by an understanding of concepts--the idea that a word, a sound stands for something.

He learns that words may express actions and feelings.

As he learns to use language he develops memory, reasoning, the ability to recognize likenesses and differences.

He uses words to question, to satisfy curiosity.

- to tell right from wrong.

He becomes conscious of the approval or disapproval of his parents and other adults, and he learns how to act in an acceptable way to solve his problems.

AREAS OF GROWTH AND CREATIVE LEARNING

Language. Your child will learn to speak by hearing you speak; a child must hear the sounds before he can say them. Talk, talk, talk with your child. Reading to your child is very important. Speak clearly. Rhyming words is also an important activity. Be interested in what your child has to say. Develop a soft quiet voice when speaking to your child. If a child's first language is not English, use of the dominant language in the home is important. The home lessons are meaningfully developed in the mother tongue.

Science. Experiences in science will help develop in your child a curiosity in the world about him. The preschool child is a natural "collector of things" which capture his wonder. Children should be encouraged to explore nature.

Music. Through music, children and parents may experience the imagination of fantasy, excitement, and pleasure. Free spontaneous, and happy singing, rhythmic body movement, and the joy of listening to music help develop creative children.

Study trips. Excursions offer valuable learning experiences for parent and child. To see, hear, smell, and feel are memorable and meaningful experiences to expand learning and develop curiosity.

Concepts. Developing concepts of self, shapes, numbers, colors, laterality, and relationships are basic to reading readiness and later school success for the child.

Arts and Crafts. Art experiences offer creative growth--an opportunity at self expression. Through various art media, the child can express his ideas, feel materials, develop small muscle control, learn his colors, and develop spatial relationships.

Dramatic Play. Such play offers an outlet for emotional and social expression. To be someone or something other than oneself in dramatic play allows for freedom and fun.

Nutrition. Fun through cooking experiences is an enjoyable and cooperative experience for mother and child. The smelling, feeling, tasting of interesting foods offer many learning possibilities.

Physical Exercise. The development of large and small muscles in outdoor play is extremely important for the child's sense of being. His success in formal learning situations depends on his balance, coordination, and sense of spatial relationships.

Care of Home. The importance of order, care of toys, respect of property are important for a child's sense of organization and planning.

Visual and Auditory Perception. Growth in these areas will help the child perceive himself in space, coordinate his vision to discriminate and classify. All areas of curriculum enhance such perception.

WHAT IS CHILDHOOD?

Childhood is a time for leisure...
  a time for golden hours in the sunshine...
    for lying on one's back in the green grass to watch
    the clouds form countless images against the blue,
    blue sky...
  a time to run a stick through the mud...
    to watch a polliwog become a frog...
    to count the slats in a neighbor's fence...
  a time to disregard time, for a child needs only the
    "right now," the "soon" and "tomorrow" to guide him.
  A time to climb a tree and be higher than the
    tallest adult...
    to marvel at the message of gladness which spring
    brings, or the hush of winter's snow...
    to marvel at the daisy's petals, chanting the
    childhood words, "He loves me... he loves me not."

Childhood is a time for discipline...
  firm, but gentle; loving, but purposeful...
  a time for discipline free from anger...
  a time for the child to teach his parents that there
    is rarely such a creature as a thoroughly good or
    a thoroughly bad child...
    but rather a child doing a good deed or a foolish deed.
  A time to expect much, demanding only what is necessary.

Childhood is a time for growth...
  a time to be extra sensitive to the wonders of the world,
    to take pleasure in its beauty.
  A time to grow at one's own speed...
    to make new friends and to sort out new and
    conflicting ideas...
    to explore the world inside the backyard fence and
    to embrace the universe within the sandbox...

a time for reflection and privacy...
a time to master tying a shoelace or skipping rope
or riding a bicycle...
a time to glimpse wisdom beyond the years, to glimpse
the man or the woman that is to be.

Childhood is a time for curiosity...
a time to give voice to the frank, unveiled questions
that society permits only a child to ask...
to learn vividly the meaning of life through sound
and smell and touch...
a time for scrapes and bruises, "soul-wise" and
"skin-wise"...
a time to spend an evening under the stars or to examine
snowflakes under a microscope and then discover
that no two are alike...
to find a robin's egg, to catch a hoptoad and then
to learn to let it go...
a time to let imagination carry far above the treetops...
to carry far beyond the pages of a picture book to
the land of make-believe.

Childhood is a time for firsts...
the first step...
the first word...
the first Christmas...
first birthday party...
the first ice-cream cone and the first pony ride...
the first day in school and first visit to his grandparents
the first time the child realizes that he is a part of
something bigger than himself;
a part of his family and of his world.

Childhood is a time for traditions...
for favorite bedtime storybooks, their pages worn with
repeating...
for family games and Sunday night popcorn...

for nightly prayers...
a time for watermelon on the lawn after supper...
for a walk in the woods each autumn, vespers by the
lakeside each summer, a hike in the warm rain each spring..
a time for a comforting back-rub in moments of illness or
distress...
for homemade biscuits each Saturday morning...
and a time for special birthday wishes granted each year.

Childhood is a time for love...
for loving and being loved...
a time to be loved for the child's sake alone;
not just because of what he means to his parents or
what he has done or has not done, but because he is...
a time to kindle the love which expands itself to include
everyone and everything in a child's big-small world...
a time to love boldly and to have a best friend every day..
to say "I love you so much it hurts."
A time to love with such intensity that there is no doubt
in a child's mind and heart as to whom he belongs, and
yet to love patiently and tenderly as well, tasting
the sweetness of it...
for if a child does not love, then he is unlovely...
and if he does not learn to give love and to receive
love, he will be nothing.

Childhood is, indeed, a time....
because "To every thing there is a season, and a time
to every purpose under the heaven."

Childhood is a time to be guarded and guided and nurtured
by all parents so that it belongs to the child.

- Mary Hemeon Adkins

MEMOS FROM YOUR CHILD

- Don't spoil me. I know quite well that I ought not to have all I ask for, I'm only testing you.
- Don't be afraid to be firm with me. I prefer it, it makes me feel more secure.
- Don't let me form bad habits. I have to rely on you to detect them in the early stages.
- Don't make me feel smaller than I am. It only makes me behave stupidly "big."
- Don't correct me in front of people if you can help it. I'll take much more notice if you talk quietly with me in private.
- Don't make me feel that my mistakes are sins. It upsets my sense of values.
- Don't protect me from consequences. I need to learn the painful way sometimes.
- Don't be upset when I say "I hate you." It isn't you I hate but your power to thwart me.
- Don't take too much notice of my small ailments. Sometimes they get me the attention I need.
- Don't nag. If you do, I shall have to protect myself by appearing deaf.
- Don't make rash promises. Remember that I feel badly let down when promises are broken.
- Don't forget that I cannot explain myself as well as I should like. This is why I'm not always very accurate.
- Don't tax my honesty too much. I am easily frightened into telling lies.

- Don't be inconsistent. That completely confuses me and makes me lose faith in you.

- Don't put me off when I ask questions. If you do, you will find that I stop asking and seek my information elsewhere.

- Don't tell me my fears are silly. They are terribly real, and you can do much to reassure me if you try to understand.

- Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.

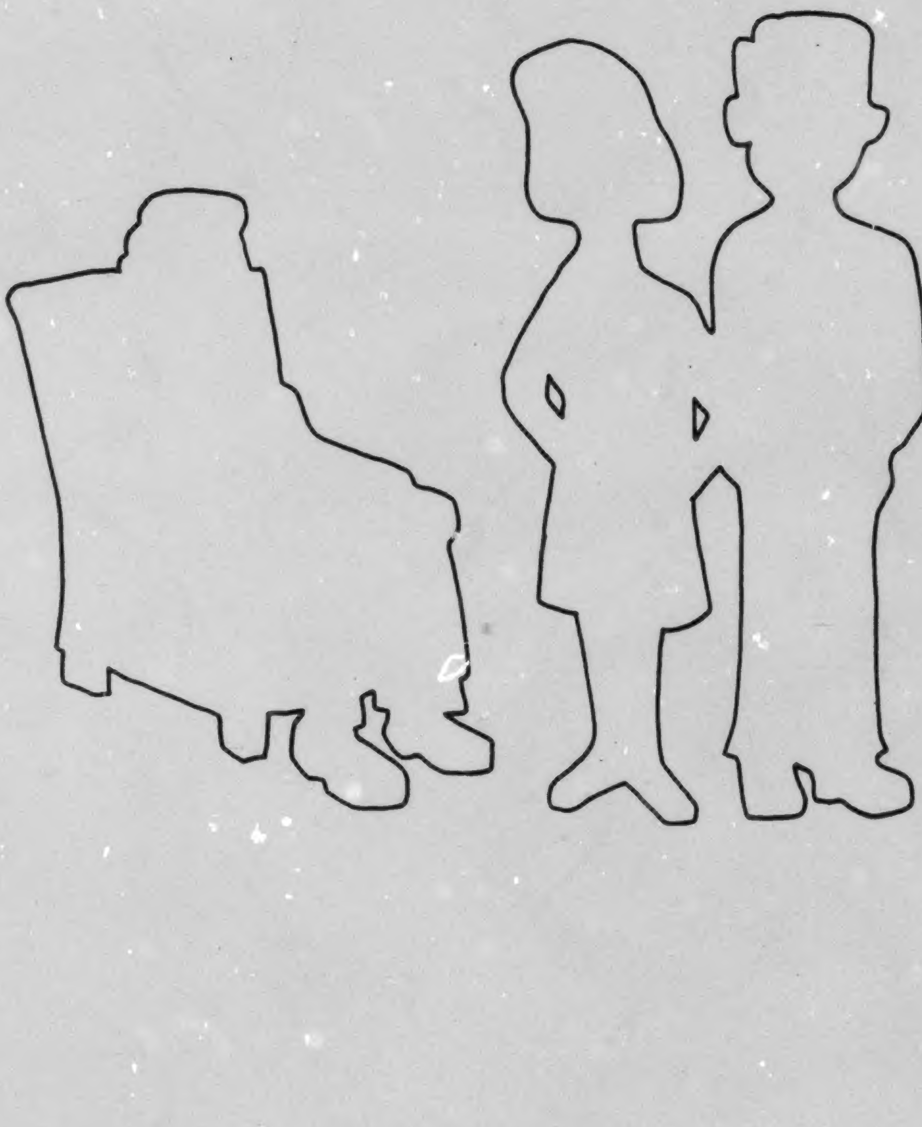
- Don't ever think it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.

- Don't forget I love experimenting. I couldn't get on without it, so please put up with it.

- Don't forget how quickly I am growing up. It must be very difficult for you to keep pace with me, but please do try.

- Don't forget that I can't thrive without lots of understanding love, but I don't need to tell you, do I?

PALS Goals For Parents



PALS GOALS FOR PARENTS

The program offers parents an opportunity to learn how to work with their children by observing and participating in activities and from discussions in parent education meetings.

Goals include helping parents:

- learn that parents are important; that they are a child's first and best teacher.
- learn about the basic needs of children.
- learn how children grow and develop.
- gain skills in working with children at work and play.
- discover how to help children learn at home and help them continue in school.
- learn about themselves through counseling and group discussion.
- meet people in a friendly place where they can talk and share ideas.
- learn about community resources and how to use them.
- develop a life-long interest in personal education, growth, and improvement.

HOME ENVIRONMENT

The Involvement of Parents During the Early Years

Noted psychologists as Hunt, Bloom, Bruner, and Piaget have strongly indicated that the early years of children's development are significant ones for cognitive growth. "Attitudes toward learning are learned primarily at home, and the home is thus a central learning place. The parent's self-esteem, attitudes toward school, expectations for success, and provisions of experience influence a child's performance, attitudes and self-esteem. Children learn best when home and school share in the educational experience. Children learn best when their own subculture is respected and finds potency both in the classroom and in the general operation of the school. Parents themselves gain in self-esteem and feelings of competence when they see themselves able to teach their own children, to teach others, and to function as decision makers in all aspects of the program. When parents are actively involved in the education of their children, they will continue to enhance the child's growth and their own activity after the formal program ends." (Ira Gordon, 1971)

The field of early childhood education recognizes the need for total involvement of parents in the process of educating young children. This involvement should occur at all levels of program development, e.g., decision making, hiring of staff, teaching/learning processes, etc. Parents want to be, and should be, a part of what is going on in the lives of their children. If parents take an active role in the process of educating their children, their self concept and personal image change. Children will see a positive type of parent modeling.

TASKS OF PARENTHOOD

- To be consistent, reliable, loving, responding to infant's need for comfort and relief of tension.
- To supply basic elements of physical nurturance, adequate food, clothing, and shelter.
- To support growth and health.
- To help prevent physical illness.
- To supply adequate social and physical stimulation through holding, cuddling, bathing, lifting, dressing, undressing. Such handling provides needed stimulation of gross motor skills and aids development of infant's sense of his own body and capacity to act in an intentional way.
- To promote development of language and logical thought.
- To provide an environment that is consistent and predictable, but an environment that also supplies variety and contrast.
- To provide opportunities for creative play and quiet times.
- To provide an opportunity for learning to live with others through imposing limits, prohibitions, attuned to child's stage of development.

DETERMINANTS OF PARENTING

- How parents were nurtured as children themselves.
- How much stress parents experience from their daily lives.
- Characteristics of infant himself.
- Style of parenting.

HELPFUL HINTS FOR PARENTS

- Be sure your child knows you love him.
- Be on his side.
- Enjoy living with your child.
- Share child's love with others.
- Remember each child is different.
- Let him grow; don't push him.
- Help child to become independent.
- Help your child feel useful and needed.
- Be courteous to your child if you expect him to be courteous to you.
- Expect your child to make mistakes; it is his part of learning.

Although the family should provide freedom to experiment and try new things and to gradually develop independence, it must also become the training ground for self-discipline and control. Within the family setting the child must learn to listen, to follow directions, to help one another, and to cooperatively solve problems. The beginning awareness and acceptance of authority, rules, and self-imposed limitations are also learned from the family.

Parents need to be aware of their own needs for love and encouragement, as well as those of their children. The family is an informal but powerful school for learning how "to live and love," and we know that parental behavior largely determines family behavior. Where parents provide firm guidance, positive reinforcement, and loving care, families can learn to achieve much happiness.

CHILDREN LEARN WHAT THEY LIVE

IF A CHILD LIVES WITH CRITICISM.
HE LEARNS TO CONDEMN.
IF A CHILD LIVES WITH HOSTILITY.
HE LEARNS TO FIGHT.
IF A CHILD LIVES WITH RIDICULE.
HE LEARNS TO BE SHY.
IF A CHILD LIVES WITH SHAME,
HE LEARNS TO FEEL GUILTY.
IF A CHILD LIVES WITH TOLERANCE.
HE LEARNS TO BE PATIENT.
IF A CHILD LIVES WITH ENCOURAGEMENT.
HE LEARNS CONFIDENCE.
IF A CHILD LIVES WITH PRAISE,
HE LEARNS TO APPRECIATE.
IF A CHILD LIVES WITH FAIRNESS.
HE LEARNS JUSTICE.
IF A CHILD LIVES WITH SECURITY.
HE LEARNS TO HAVE FAITH.
IF A CHILD LIVES WITH APPROVAL.
HE LEARNS TO LIKE HIMSELF.
IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP.
HE LEARNS TO FIND LOVE IN THE WORLD.

DOROTHY LAW NOLTE

PARENTS AS TEACHERS

Perhaps the most important thing that children learn from parents is how to behave in many different situations. Some of these behaviors include how to express or hide one's feelings and how to talk and act with other people. Parents also teach their children what to avoid, dislike, and be fearful of, as well as what, and how to enjoy and appreciate life.

Children are always learning from their parents. As most young children spend much time with their parents, we can understand that parents have ample opportunity to be powerful teachers. Most of what children learn from parents is through watching what parents do and how they behave in dealing with problems. Children then imitate the "model behavior" of mother or father. Parents are, therefore, more persuasive by modeling, showing, or helping their children than in just telling them how they should behave.

CHILDREN AS TEACHERS

Parents learn many things from their children. Children reward parents for doing things just as parents reinforce their children for desirable behavior. Upon receipt of a gift, a child may reward the adult with a smile or a kiss. To many parents, this kind of reward is very satisfying and strengthens gift-giving behavior.

The child who demands attention often receives it even though this may not be desirable. Many infants have already learned that if they continue to fuss and cry they will soon be picked up; parents of such children have been taught to "pick up" the child if they wish to be rewarded with peace and quiet.

Parents need to be aware that children may actually be manipulating and controlling parental behaviors.

SPECIFIC PROCEDURES

1. For helping the child to feel good about himself:

- Learn to use your child's name as one way of developing his self-worth.

  Mary looks so nice in her orange trousers.
  Keith has his blue shirt on.

- Praise rather than make comparisons.

  My that's a pretty picture, Sue!
  What an interesting building, John.

- Make light of accidents, such as spilled milk or toilet lapses.

  These things do happen--let's wipe it up (or find dry clothes).

- Be confident and consistent about what you expect and have realistic expectations. Word directions positively.

  The clay stays on the table.

  rather than

  Don't throw the clay.

2. For getting along with others:

- Help children learn to take turns.

  You may take a ride with the bike, Johnny; then it's Mary's turn.

3. For giving the child special help as needed:

- He may like an arm around him, his hand in yours, a lap to sit on when he's wiggly or tired. For others--the smile or reassuring tone of voice is enough.

- Redirect a child's activities when needed.

  Helen is playing with that doll. Here's another for you, Patty. Peter needs his shovel in the sand, Billy; here's one for you.

- Let the child work out his own problems if he can, but give help when he can't.

  Have you tried this puzzle piece this way?
  I'll help you with the sleeve of your jacket and then show you how you can do it next time.

- Encourage consideration for others.

  Let's help Johnny pick up the toys.

4. For safety and protection:
   - Act quickly when there is real danger to a child.
   - Try to anticipate and prevent dangerous situations.
   - Substitute another activity or remove a child if necessary.
   - Know how equipment is to be used.
5. Keep your emotions under control. Try to keep your tempo slow in speech and movement.
6. Expect the child to do what you ask him.
7. Avoid laughing at any activity of the children; laughing with is different.
8. Kicking, hitting, and spitting are not acceptable.
9. Do not be disturbed or embarrassed if:
   - Your child is shy in the group.
   - He refuses his milk or juice or will not rest.
   - He does not take part in rhythms or music.
   - He takes toys from others.
   - He hits.
   - He refuses to give or take turns.

Your child will grow and mature socially, emotionally, and physically through his experiences at his level of growth and maturity.

10. When to step in and direct a situation:

- Always step in when a situation appears to be dangerous; the safety and protection of the children are of prime consideration. Step in:
    - when the group rights are being violated;
    - when individual rights are being violated;
    - when problems need to be clarified; and
    - when a child cannot manage a difficulty.

11. Ways to step in and direct a situation:

- Substitute another activity.
- Redirect ring-leader to another activity.
- Encourage another child to aid the child who needs help.
- Give positive suggestions by:
    - Contagious example: "I'm drinking my orange juice."
    - Shifting the environment.
    - Verbalizing (command, diversion, request, indirect suggestion, direct suggestion, substitution, questioning, giving choice, discussion).
    - Reassurance, encouragement, comfort, sympathy, approval.
- Give physical help when necessary, but allow children to work out their own difficulties whenever possible.
- Respect the child as an individual. Be as courteous to him as you would be to an adult. Allow him to make choices.
- Avoid threatening children.
- Let one adult handle a situation and see it through.
- Leave the guidance of your own child to the adult who is responsible for the activity in which he is involved.

12. How to curtail activities:

- Ignoring
- Substitution
- Cautions and warnings
- Saying "no" directly (use seldom)
- Give actual practice in doing the right thing
- Isolation--for persistent socially unacceptable behavior:
  - Tell the child he is not being useful.
  - Be sure the child has something to do when removed.
  - Be sure he knows why he was removed.
  - The adult's attitude should not be one of punishing but of removing.
- Be watchful and try to prevent problems.

13. Keep a quiet voice, use courtesy.

THE ABC'S OF GUIDING THE CHILD

Golden Rule: "Do unto others as you would have others do unto you." This is the basis of democracy, since it implies equality of individuals.

Mutual Respect, based upon the assumption no one should take advantage of another.

Encouragement implies faith in and respect for the child as he is. Don't discourage the child by having too high standards and being overambitious for him.

Reward and Punishment must be used with care. A child may consider a reward his right, and demand a reward for everything.

Natural Consequences is a technique which can be used effectively only when a good relationship exists between parent and child. In using this technique, the parent allows a child to experience the logical consequences of his own behavior. If a child dawdles in the morning, the logical consequence of his behavior is that he will be late for school.

Acting Instead of Talking is more effective in conflict situations. Talking provides an opportunity for arguments in which the child can defeat the parent. Children tend to become "mother-deaf" and will act only when punishment is threatened. Talking should be restricted to friendly conversations and should not be used as a disciplinary means.

Withdrawal as an Effective Counteraction. Withdrawal (leaving the child and walking into another room) is most effective when the child demands undue attention or tries to involve you in a power contest.

Withdrawal from the Provocation, But Not from the Child. Choose words carefully in moments of conflict. Give attention and recognition when children behave well, but not when they demand it with disturbing behavior. The less attention the child gets when he disturbs, the more he needs when he is cooperative.

Don't Interfere in Children's Fights. By allowing children to resolve their own conflicts, they learn to get along better together.

Take Time for Training and teaching the child essential skills and habits. Don't attempt to train a child in a moment of conflict or in company.

Avoid Letting Your Own Need for Prestige influence you in training your child. Your own prestige is less important than letting the child learn for himself.

Never Do for a Child What He Can Do For Himself. A "dependent" child is a demanding child. Most adults underestimate the abilities of children. Give children opportunities and encouragement to become contributing members of the family and other groups.

Parents' Dependence on the Child is a difficult concept to recognize. A mother who constantly reminds and does things for a child unnecessarily not only takes the child's responsibility away from him, but also becomes dependent on him for her feelings of importance as a mother.

Understand the Child's Goal. Every action of a child has a purpose. His basic aim is to have his place in the group.

The Four Goals of a Child's Misbehavior.

Goal 1: Attention getting
Goal 2: Power
Goal 3: Revenge
Goal 4: Display of inadequacy

Our Reactions to a Child's Misbehavior Patterns. Very often we can discover a child's goals by observing our own reactions to his behavior. When his Goal is Power, we respond by feeling provoked and get into a power contest with him - "You can't get away with this!" When his Goal is Revenge, we respond by feeling deeply hurt and "I'll get even!" When his Goal is Display of Inadequacy, we respond by feeling despair - "I don't know what to do!"

Don't Act on Your First Impulse. By acting on your first impulse, you tend to intensify the child's misbehavior patterns rather than correct them. Think of what you know would be wrong to do and refrain from doing it.

Minimize Mistakes. Making mistakes is human. Regard your mistakes as inevitable instead of feeling guilty, and you'll learn better.

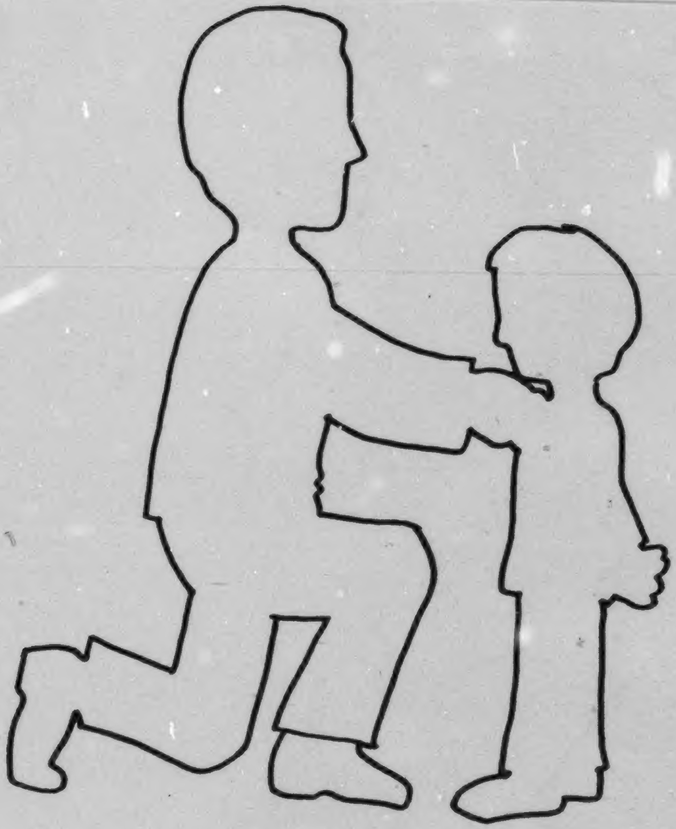
Don't be Concerned with What Others Do, but accept responsibility for what you can do. By utilizing the full potential of *your own* constructive influence, you do not have to think about what *others should do* to the child.

A Family Council gives every member of the family a chance to express himself freely in all matters of both difficulty and pleasure pertaining to the family as a whole, and to participate in the responsibilities each member of the family has for the welfare of all. The emphasis should be on "What WE can do about the situation."

Have Fun Together and thereby help to develop a relationship based on mutual respect, love and affection, mutual confidence and trust, and a feeling of belonging. Playing together, working together, sharing interesting and exciting experiences lead to the kind of closeness which is essential for cooperation.

- Rudolf Dreikurs, M.D.
November, 1961

Behavior



WHAT IS BEHAVIOR?

A child's behavior is the result of his interacting with his environment. When a child moves, responds, performs, or "does something," he is behaving in a special way. The environmental conditions under which a child lives greatly affect his life. The geographical, physical, and psychological aspects of a child's home, school, neighborhood, and community will have much to do with how he will behave. Religious beliefs, legal and social codes of conduct are values that have powerful effects on behavior.

Appropriate behavior is that which is necessary in solving problems in the person's environment. Most of a child's behavior is learned and can be changed.

Before we can change behavior, it is necessary to decide just what behavior we wish to change. Parents need to start by carefully observing their child, and then deciding where they are going to begin.

The next step is to select one or two behaviors or "targets" to be changed. Once parents have discussed the problem and agreed on what they want to do, a plan can be developed for teaching the desired behavior or changing an undesirable behavior. It is very helpful to actually write out just what it is that you want your child to be able to do. Work on that goal, and observe results. When the child is able to behave appropriately, the objective is accomplished.

DESIRABLE BEHAVIOR

Good family rules consist of desirable behaviors decided upon by parents and children talking together about their concerns. Many behavior problems may be avoided if good rules are established to guide behavior. Rules will vary according to family needs and what are considered reasonable expectations.

Once a rule is established, parents must assume the responsibility to enforce it. Parents should discuss their differences about rules before establishing them. Both parents need to enforce rules with consistency and back one another up in following through with them, realizing that occasionally rules need to be changed.

It must be expected that children will "try out" rules by frequently attempting to break them. Parents need to respond with consistency in reminding them of rules, and then praising and rewarding them for successful accomplishment.

UNDESIRABLE BEHAVIOR

Some of the most undesirable behavior learned by children is the result of parental inconsistency. When parents are confused themselves regarding behavioral standards and expectations, much undesirable behavior will results. Some behaviors learned from parental inconsistency are:

- To resist adults and authority figures.
- To avoid agreements or responsibilities.
- To reject rules or limits.
- To play adults off against one another.
- To manipulate people and situations.

Children may also learn to become anxious, fearful, or upset in many other ways since they can never predict what is going to be demanded of them.

GETTING HELP WITH PROBLEMS

Everyone has problems and needs help in solving them at one time or another. As children grow, their problems change as do those of their parents. Most problems are temporary and disappear with limited attention and effort. Some problems, however, tend to resist easy solution and become an increasing concern. Parents need to recognize that a serious problem requiring special attention may be developing. The first step in coping with problems is to attempt to define them and view them objectively.

If for instance a family member is upset and worried over a particular child's behavior, he should be asked to describe what bothers him. In a similar fashion neighbors, relatives, and others can be asked to specify what they consider the problem to be that they are complaining about.

Parents can obtain help with children's problems from many sources. Often another family member can provide help such as talking with or listening to a child or indirectly aiding him in the accomplishment of certain tasks. Friends can also give help and advice that may be worth considering. If the problem persists, parents should seek professional help.

REWARD

When a person is rewarded for doing something in a certain way, the chances are very good that he will quickly learn to continue that behavior. Giving a child a favorite cookie as soon as he has put his toys away is an example of a tangible reward - food! There are almost as many different kinds of rewards as there are behaviors we may wish to reward.

Since rewards tend to reinforce or strengthen the behavior that precedes it, they are also called, "reinforcers." In teaching children, we actually want to reinforce behavior that we have selected as being desirable.

People are usually reinforced best with those things that they value. Children often value food, candy, ice cream, soft drinks, cookies, and many other kinds of positive reinforcers. Of course, children also value social reinforcers such as praise and attention.

PUNISHMENT

People usually learn to avoid unpleasant situations because they are not very rewarding. When a child does something which is followed by an unpleasant result, he experiences a negative reward for continuing that behavior. Punishment for "doing the wrong thing" weakens the tendency to repeat undesirable behavior, but it does not teach the child what he should do in that situation.

Since punishment is an unpleasant reward for undesirable behavior, it is a form of negative reinforcement. Physical punishment, and psychological or behavioral punishments are two major forms of negative reinforcement. Negative reinforcement must be carefully used since strong feelings and emotions are aroused, and these are difficult to control in such situations.

INTER-PERSONAL RELATIONSHIPS IN THE FAMILY

1. Who makes most of the decisions in your home?

2. Do you feel you assume the responsibilities and pleasures of parenthood or is it a joint responsibility with your spouse?

3. Do you consider your child's feelings as well as his actions?

4. Do you work together as a team (husband and wife) or pull apart, enabling your child to play one against the other?

5. Do you feel there is a balance of control (limitations) and permissiveness?

6. Does each child have time alone with Mother? And upon occasion with Father also?

7. Are you able to say to (1) husband or wife, (2) child, "I was wrong about that"?

8. Do you think an outsider observing your family would say, "Living with children is fun, and a meaningful, developmental way of life"?

Dialogues For Parents

DIALOGUES FOR PARENTS

Behaviors I Wish to Strengthen (Maintain) in my Child	Behaviors I Wish to Weaken in my Child

On the chart below, list four goals for your child.
List each goal by priority as indicated.

PRIORITY	GOALS
First	To be able to
Second	To be able to
Third	To be able to
Fourth	To be able to

On the chart below both father and mother should observe their child over three different days and describe the behavior observed:

Child's Name____________________________ Age______________

	Date & Time	Desirable Behavior	Undesirable Behavior	Parental Response
Father's Observations	Date: Time:			
	Date: Time:			
	Date: Time:			
Mother's Observations	Date: Time:			
	Date: Time:			
	Date: Time:			

Have a family discussion on what rules are desirable. List below one suggestion made by each family member.

Person	Suggested Rule
Child 1	
Child 2	
Child 3	
Mother	
Father	

Indicate below what you feel should be some of the expected behaviors of normal children the same age as your child:

Dressing -

Eating -

Responsibilities -

Playing -

Think of some member of your family that needs help and encouragement. Just what do you feel he needs encouragement with?

How are some of the ways you might provide this encouragement?

List below three of your own undesirable behaviors which you do not want your child to learn:

1.
2.
3.

The last time I talked with my spouse about a concern I had with the children we ____

____

____

____

____

____

____

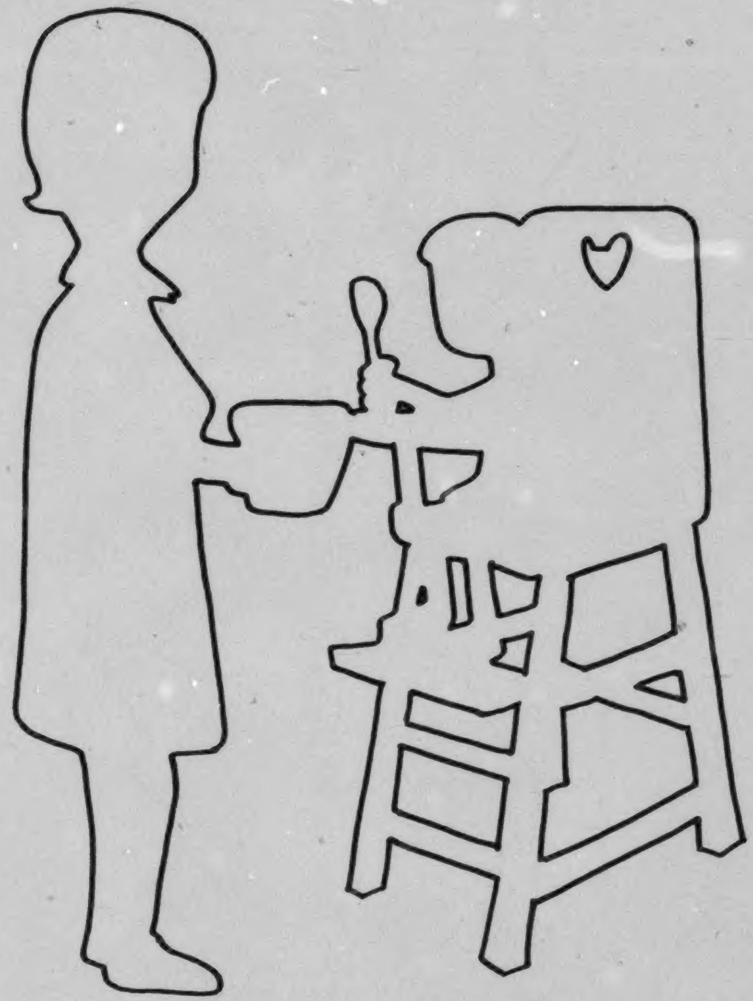
____

List below desirable behaviors
you observe in your child.

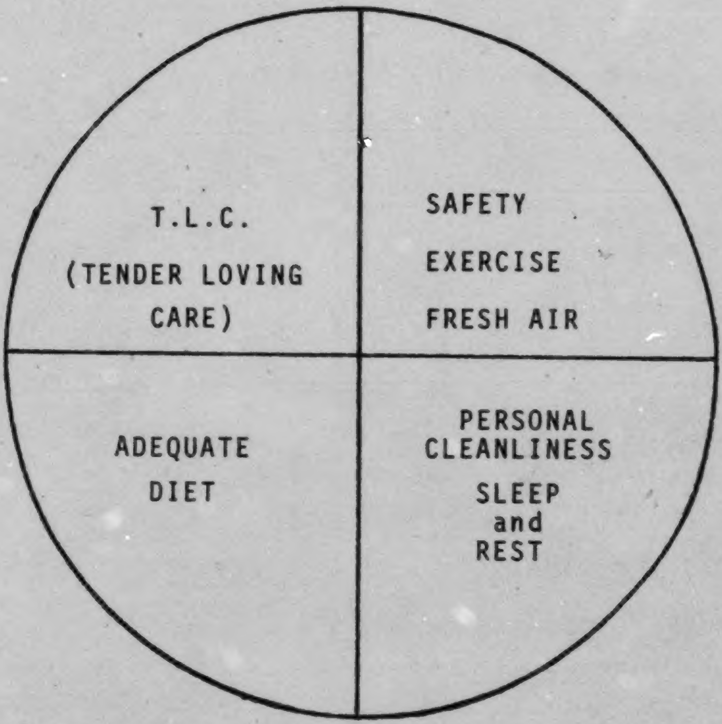
1.
2.
3.
4.
5.

How were these behaviors learned and encouraged?

Health Needs



HEALTH NEEDS



INFANT FEEDING

What Feeding Means to the Baby:

Think of the baby's first year this way: He wakes up because he's hungry, cries because he wants to be fed. He is so eager when the nipple goes into his mouth that he almost shudders. When he nurses, you can see that it is an intense experience. Perhaps he breaks into perspiration. If you stop him in the middle of a nursing, he may cry furiously. When he has had as much as he wants, he is groggy with satisfaction and falls asleep. Even when he is asleep, it sometimes looks as if he were dreaming of nursing. His mouth makes sucking motions, and his whole expression looks blissful. This all adds up to the fact that feeding is his great joy. He gets his early ideas about life from the way feeding goes. He gets his first ideas about the world from the person who feeds him.

So don't urge a baby to take more than he is eager for. Let him go on enjoying his meals, feeling that you are his friend. This is one of the principal ways in which his self-confidence, his joy in life, and his love of people will be firmly established during the first year.

Babies normally lose weight in the beginning. An average sized baby who gets formula from the start usually begins to gain weight back in two or three days. The breast-fed baby is naturally going to be slower than the bottle-fed baby in regaining his birth weight, because his mother won't be able to supply him with much milk until he is four or five days old. Even then the milk is apt to come in slowly. Concern about the early weight loss not only may upset a mother needlessly but may also cause her to abandon breast-feeding before it has been given a fair chance.

Schedules:

Your doctor will talk to you about your baby's feeding schedule. It will depend on your baby's size, hungriness, wakefulness, and on what the doctor thinks will suit you and the baby best. A balance between regularity and flexibility is desirable.

General Guide to Scheduling:

The main consideration for the baby is that he does not have to cry with hunger for long periods. He doesn't mind at all being awakened for a feeding.

Every baby has a tendency to develop regular habits of becoming hungry, and these habits will develop much more rapidly if his mother guides him a bit.

Also, babies tend to gradually lengthen the interval between feedings as they grow bigger and older. A five or six-pound baby usually needs to be fed about every three hours. Most eight or nine-pound babies are happy to average four hours between feedings. They come to realize that they don't need the late night feeding, and most of them give it up by one or two months of age. Somewhere between the fourth and eighth months, a majority of babies show a preference for a five-hour interval; and during this period they become able to sleep through the evening feeding, too.

Diet:

Diet by the end of the first year includes:

Breakfast: cereal, meat, egg (whole, soft), bread, milk

Lunch: vegetable (green or yellow), potato (or beans, macaroni, or rice), meat or fish, fruit, milk

Supper: cereal, fruit, milk

Fruit juice (including orange juice) is given daily between meals or at breakfast. Zwieback, toast, bread (preferably whole grain), can be given at meals or between, with a little butter or margarine. A simple pudding can be substituted for one of the fruit desserts. The fruit is stewed except for banana, scraped apple, pear, avocado. Give extra vitamins, as prescribed. In other words, follow a pretty grown-up diet.

Keep a balanced attitude. The whole business of diet sounds complicated, but it needn't be. Fortunately, a mother doesn't have to figure out the perfect diet for her child. Experiments have shown that the child's own appetite seeks a well-balanced diet in the long run, provided he hasn't been urged or given prejudices against foods, and provided he is offered a reasonable variety of wholesome, natural, unrefined foods. The parents' job is to have a general idea of the kinds of foods that combine to make a good diet, and which ones can be substituted for those that the child has lost his taste for. Roughly speaking, the following are required every day:

1. Milk (in any form), preferably 1-1/2 to 2 pints.
2. Meat, poultry, fish, peanut butter, or cheese.
3. Egg (extra egg can partially substitute for meat and vice versa, but it is desirable to give both).
4. Vegetable, green or yellow, beans, 1 or 2 times, some of it raw.
5. Fruit, 2 to 3 times, at least half of it raw, including orange juice (extra fruit can substitute for vegetable and vice versa).
6. Starchy vegetable, rice, 1 or 2 times.
7. Whole-grain bread, crackers, tortillas, cereals, 1 to 3 times (enriched starches can be substituted occasionally).

What foods should be added to a child's diet and at what age are individual matters between a parent and doctor or nurse. It depends on how the child digests various foods, which ones he is refusing, which ones are available in the market.

Teething:

Teething is quite different in different babies. The average baby gets his first tooth around 7 months, but he has been drooling, biting, and having periods of fretfulness from the age of 3 or 4 months. Since a baby gets 20 teeth in his first 2-1/2 years, it is easy to see why he is teething most of that whole period. This explains why it is so easy to blame every ailment on teething.

Usually the first two teeth are the lower central incisors. (Incisor is the name given to the eight front teeth, which have sharp cutting edges.) After a few months come the four upper incisors. The average baby has these six teeth, four above and two below, when he is a year old. After this there is usually a pause of several months. Then six more teeth are apt to come in, the remaining lower incisors, and all four first molars. After the first molar teeth, there is a pause of several months before the canines (the pointed "dog teeth") come through. The last four teeth in the baby set are the second molars. They come in right behind the first molars, usually in the first half of the third year.

Soon after the arrival of the baby, or even before, ask your doctor about prescribing fluoride drops. Your doctor can also tell you how bottle feeding and thumb sucking may affect your child's teeth.

The dental health of the young child is the parent's responsibility. The parent must help in oral hygiene procedures of the child (brushing and flossing). Supervision by the parent of dietary intake is very important. Wholesome snacks are important, such as apples, unsweetened peanut butter, cheese, raw zucchini, carrots, celery, and unsweetened fruit juices. All these foods make acceptable snacks. Avoid sweetened cereals, soda pop, candy and cookies. Be a label reader.

Your child's first visit to the dental office might be a trip with you during your annual check-up. Your child's first regular visit should be at age three or three and one-half. Remember that children pick up clues from their parent's behavior and from other children, so be careful about what you say about your own dental visits in front of the child.

Always remember, the young child's dental health is largely the responsibility of the parent.

SLEEPING - BATHING

How Much Should a Baby Sleep?

Most babies in the early months sleep from feeding to feeding if they are getting enough to eat and not having indigestion. As your baby gets older, he gradually sleeps less and less. In time he becomes wakeful at other periods during the day. Each baby develops his own pattern of wakefulness and tends to be awake at the same time every day. Toward the end of his first year, he probably is down to two naps a day; and between 1 and 1-1/2 years, he probably gives up one of these. A child by the age of 2 years is a much more complicated being. Excitement, worries, fear of bad dreams, competition with a brother, may keep him from getting the sleep he needs.

The average 2-year-old needs 12 hours sleep at night and 1 to 2 hours of nap. The nap or rest usually shortens as he grows from 2 to 6 years, and bedtime at night stays the same.

Bathing Baby

The baby's bath should be a pleasant experience for the infant. This is an opportunity for the parent to give tender loving care through touching. Some helpful hints for bathing include:

1. Temperature of water in sink or tub should be comfortable for the adult elbow.
2. Room temperature should be approximately 72°.
3. Provide several towels in which to wrap baby.
4. Remain with baby at all times during bath; ignore telephone, doorbell, etc.
5. Use mild soap, wash cloth for body, Q-tips for outer ear, nose, mouth.
6. Powder, lotion, or ointment may be placed on parent's hand and applied to diaper area for protection from diaper rash.

EXERCISE - FRESH AIR

Infants and toddlers need to experience fresh outside air daily and during all seasons. Infants may be wheeled in baby carriages or carried by parents on a daily walk. Toddlers will enjoy walks with parents. During play and naptime, fresh air should be welcomed into the home environment if the baby is not ill or suffers allergies.

Opportunities for play inside and outside the home should be provided to assure exercise for the child. Play is important as creative growth for infant and toddler.

SAFETY

The parent should provide a safe atmosphere of learning for the child.

1. There should be careful supervision of children by adults in the home and the neighborhood. Never leave small children alone.
2. Matches should be kept in metal containers out of reach of small children.
3. Keep appliances and electrical cords out of reach. Disconnect them when not in use.
4. Turn handles of pots and pans on the stove away from reach. Be careful of children pulling on tablecloths which hang over the edge of the table.
5. Plastic bags are not playthings for children. Be watchful.
6. Keep floors free from objects that might cause falls.
7. Teach older children to keep toys in proper place provided for them.
8. Do not leave small children alone in a car. Children should ride in the back seat in safety belts.
9. All household cleaning powders, talcum powder, poisons, and things such as garden and insect sprays and medicines should be kept out of the child's reach. Teach your child not to put anything strange in his mouth.
10. Keep windows locked. When opened, screens need to be firm and securely fastened.

11. Children like to play with and in water. However, water in any quantity is dangerous until the child learns to swim.

12. Children should be taught to use wheel toys on the sidewalk and to watch for cars in driveway and street.

13. Do not allow the child to use sharp and pointed objects, such as knives, scissors, and tools, until you have taught him how.

14. Leave proper information for babysitters. Post in a convenient spot:
    Phone number where parents can be reached.
    Name of family physician.
    Phone number of relative in an emergency.
    Police and fire numbers.

GROWTH RECORD

Name: ______________________________

DATE	AGE	LENGTH	WEIGHT

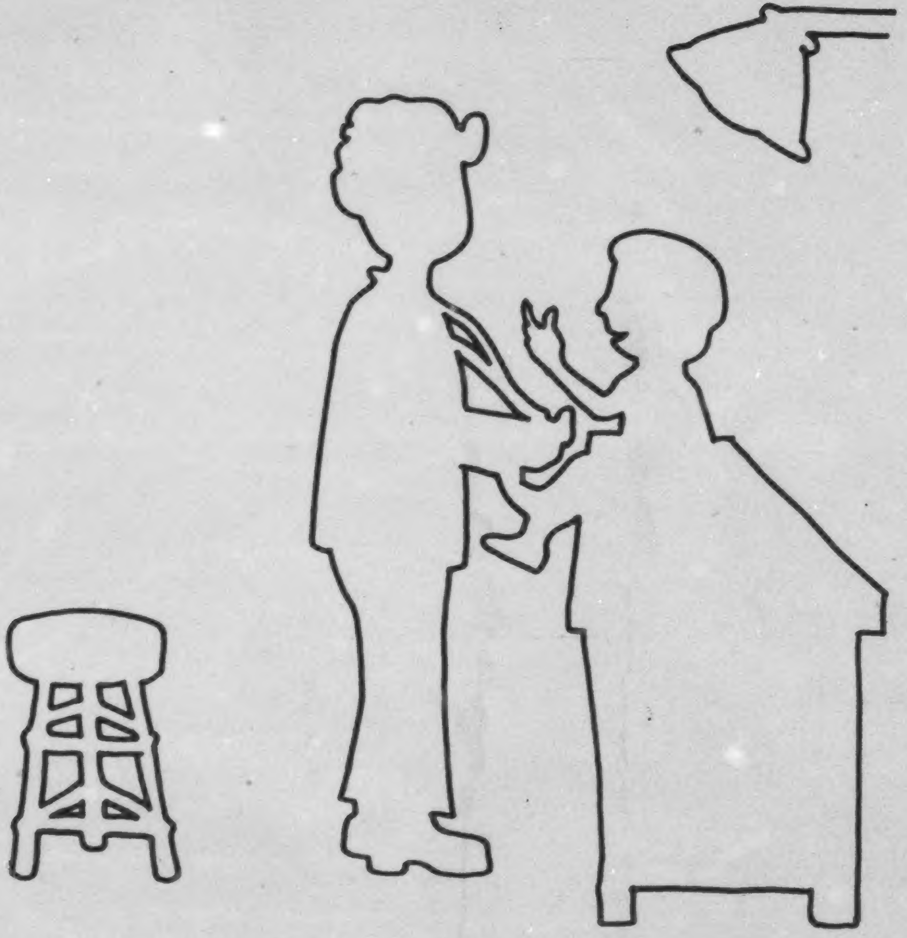
IMPORTANT TELEPHONE NUMBERS

NUMBERS	NAMES
	Pediatrician:
	Dentist:
	Family Doctor:
	Drug Store:
	Hospital:
	PALS:

QUESTIONS FOR THE DOCTOR:

QUESTIONS FOR PALS:

Health Information



HEALTH INFORMATION

1. Mother's health during this pregnancy: ____________

____

____

2. Childbirth: Where: ____________________

Conditions (normal, complications): ____________

____

Date: ______________________________________

3. Birth weight of child: ____________ height: ______

Follow-up gains: ______________________________

____

4. State of health of infant: ____________________

____

____

5. Has child had:

serious illness ____

accidents ____

hospitalizations ____

seizures or spells ____

ear aches ____

head injuries ____

allergies ____

vision problems ____

hearing problems ____

diptheria ____

measles (Rubeola) ____

German measles (Rubella) ____

small pox ____

tetanus ____

mumps ____

chicken pox ____

whooping cough ____
(See Communicable Disease Information)

Comments: ______________________________________

6. Dates of physical checkups: ____________________

____

Dates of dental checkups: ____________________

____

Dates of vision screening: ____________________

____

Dates of hearing screening: ____________________

____

7. Dates of inoculations:

whooping cough ________

diptheria ____________

tetanus ____________

poliomyelitis ________

small pox ________________

mumps ____________________

German measles (Rubella) ____________

measles (Rubeola) ________

8. Date of TB skin test: ____________________

9. Baby's development:

Follows light ____________________

Recognizes Mother ____________________

Smiles ____________________

Holds head erect ____________________

Rolls over ____________________

Sits up ____________________

First tooth ____________________

Crawls ____________________

Stands ____________________

Baby's development (continued):

First shoes ______________________

First step ______________________

First words ______________________

Feeds himself ______________________

First haircut ______________________

First sentence ______________________

10. Notes on feeding: ______________________

____

____

11. Notes on sleeping and waking: ______________________

____

____

12. Notes on habits: ______________________

____

____

COMMUNICABLE DISEASE INFORMATION

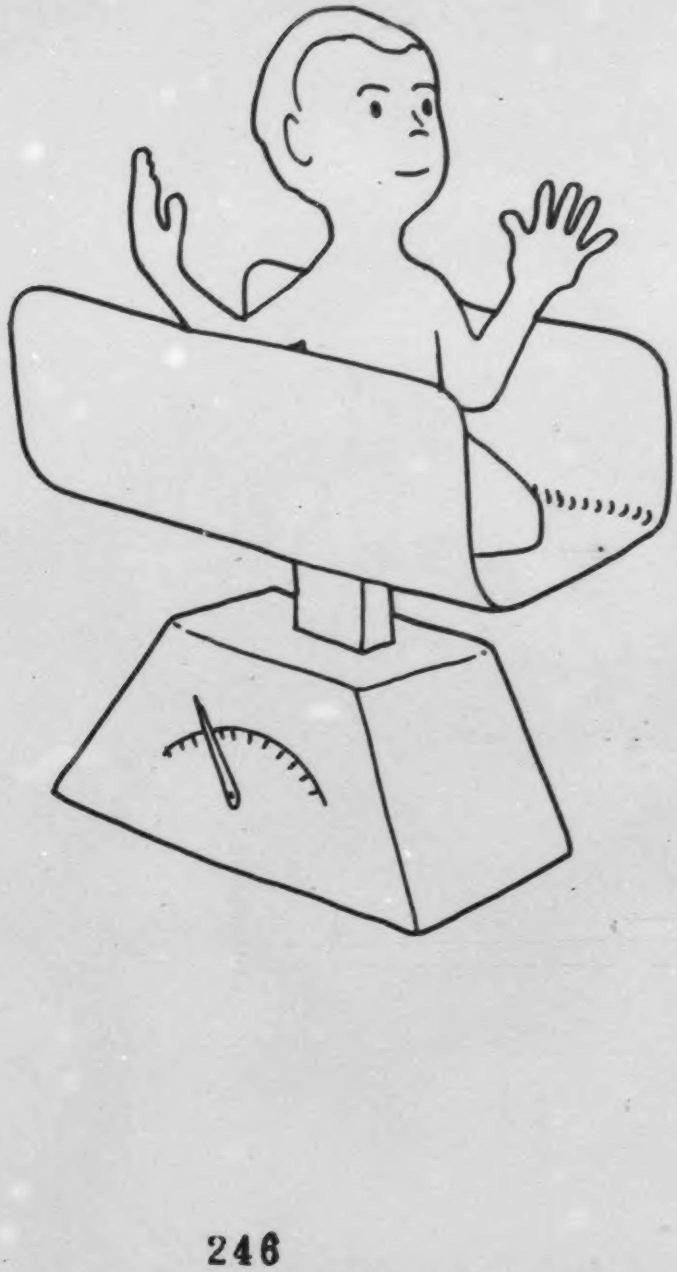
Disease	Incubation Period	Early Symptoms	Isolation of Case
CHICKEN POX	12-21 days	Slight fever, sometimes vomiting. Eruption appears within 24 hrs. in form of small blisters on trunk, face, forehead. There may be a very few skin lesions.	7 days after appearance of pox.
GERMAN MEASLES (RUBELLA)	14-21 days Usually about 16 days	Illness slight rash resembling measles or scarlet fever. Swelling of lymph glands behind ear and in neck.	Until recovery. At least 4 days, not more than 7 days.
MEASLES (RUBEOLA)	9-17 days 9-21 if serum given within 30 days	Symptoms of a cold, running nose, redness of eyes, sensitiveness to light, cough, fever. This is the most infectious stage of the disease. After 3 days a dark red rash appears, first behind ears, then on neck and face.	7 days from appearance of rash and until catarrhal symptoms have disappeared and cough has ceased.
MUMPS	12-26 days usually 19-21 days	Swelling and tenderness at angle of jaw and under jaw.	Until swelling has subsided, but not more than 10 days.
WHOOPING COUGH	7-10 days usually not exceeding 21 days	Cough which develops into paroxymal coughing.	During early catarrhal symptoms and for 21 days after appearance of paroxymal cough.
STREP INFECTIONS (Respiratory)	2-7 days, usually 2-3 days	Headache, vomiting, sore throat, fever (may be high or slight), rash (may appear within 24 to 48 hours). The rash may be slight or transient or there may be no rash.	7 days or until disappearance of inflammation of nose and throat, and cessation of discharge from nose, throat, ears or glands.
PINK EYE			Exclude until all redness is gone.
IMPETIGO CONTAGIOSA	Undetermined, but probably 2-5 days	Scattered blistery or pustular lesions which become crusted, commonly found on the face, arms, or scattered over the body.	If a single lesion under treatment and covered, may attend school. Otherwise not, until healed.

COMMUNICABLE DISEASE INFORMATION (Continued)

Disease	Incubation Period	Early Symptoms	Isolation of Case
RINGWORM	Undetermined. Transmitted by skin to skin contact or articles of wearing apparel	Inspection of scalp and arms. Lesions usually scaly in center; when they occur in scalp, the hair tends to break off, leaving bald spot.	Exclusion until condition is healed, or if single small lesion, same as IMPETIGO above.

"ABC's of Childhood Disease" (Control of Communicable Diseases, American Health Association).

Growth and Development



GROWING AND LEARNING

Young children learn by watching as well as by participating in activities. Children will learn when they are ready. Learning depends upon physical, social, emotional, and intellectual growth. The growth process results from interaction of heredity and environment. The goal of development is self-realization. Self-realization is brought about by the quality of trust in the maternal relationship. Growth is continuous and orderly but not constant, and no two children grow in the same way.

The following growth areas are only guidelines for a general understanding of growth patterns. The guidelines should be applied flexibly, for each child is a unique individual.

GROWTH AREAS OF DEVELOPMENT

Physical Development

Birth to 1 Year

0 to 1 Month:

Birth size: 7-8 lbs., 20 inches

Feedings: 5-8 per day

Sleep: 20 hours per day

Sensory capacities: makes basic distinctions in vision, hearing, smelling, tasting, touch, temperature, and perception of pain

Reflexes: sucking, swallowing, crying, hiccuping, grasping, pupillary contraction

2 to 3 Months:

Sensory capacities: color perception, visual exploration, oral exploration

Sounds: cries, coos, grunts

Motor ability: control of eye muscles, lifts head when on stomach

4 to 6 Months:

Sensory capacities: localizes sounds

Sounds: babbling, makes most vowels and about half of the consonants

Feedings: 3-5 per day

Motor ability: control of head and arm movements, purposive grasping, rolls over

7 to 9 Months:

Motor ability: control of trunk and hands, sits without support, crawls (abdomen touching floor)

10 to 12 Months:

Motor ability: control of legs and feet, stands, creeps, pincer grasp

Feedings: 3 meals, 2 snacks

Sleep: 12 hours, 2 naps

Size at one year: 20 lbs., 28-29 inches

1 to 1-1/2 Years

Motor ability: creeps upstairs, walks (10-20 months), throws a ball, feeds himself, builds a 2-3 cube tower (18 months), makes lines on paper with crayon

1-1/2 to 2 Years

Motor ability: runs, kicks a ball, builds 6 cube tower, capable of bowel and bladder control

Sleep: 12 hours at night, 1- 2 hour nap

Size at 2 years: 23-30 lbs., 32-35 inches

2 to 3 Years

Motor ability: stands on one foot, jumps off a step, rides a tricycle, uses crayons, builds a 9-10 cube tower

Size at 3 years: 32-33 lbs., 37-38 inches

Emotional Development

Birth to 1 Year

0 to 1 Month:

Generalized tension

2 to 3 Months:

Delight, distress, smiles at a face

4 to 6 Months:

Enjoys being cuddled, shows fear and anger

7 to 9 Months:

Specific emotional attachment to mother; protests separation from mother

10 to 12 Months:

Anger, affection, elation, fear of strangers, curiosity, exploration

1 to 1-1/2 Years

Dependent behavior, very upset when separated from mother; fear of bath

1-1/2 to 2 Years

Temper tantrums (1-3 years); resentment of new baby, negativism (18 months); affection for other adults

2 - 3 Years

Fear of separation, negativistic (2-1/2 years); violent emotions, anger; differentiates facial expressions of anger, sorrow, and joy; sense of humor, jealousy

Social Development

Birth to 1 Year

0 to 1 Month:

Helpless, fed by mother

2 to 3 Months:

Visually fixes on face, smiles at a face, may be soothed by rocking

4 to 6 Months:

Recognizes his mother, distinguishes between familiar persons and strangers, no longer smiles indiscriminately, expects feeding, dressing, bathing

7 to 9 Months:

Enjoys "peek-a-boo"

10 to 12 Months:

Responsive to own name, waves bye-bye, plays pat-a-cake, understands "no no," gives and takes objects

1 to 1-1/2 Years

Obeys limited commands, repeats a few words, interested in his mirror image, feeds himself

1-1/2 to 2 Years

Does opposite of what he is told (18 months)

2 to 3 Years

Talks, uses "I," "me," "you"; copies parents' actions; dependent, clinging; possessive about toys; enjoys playing alongside another child; negativism (2-1/2 years); gives orders; rigid insistence on sameness of routine

Cognitive - Language Development

Birth to 1 Year

4 to 6 Months:

Coos and chuckles

6 to 9 Months:

Babbles, produces sounds such as "ma" or "da"; duplication of sounds.

10 to 12 Months:

Says one or two words, imitates sounds, and responds to simple commands

1 to 1-1/2 Years

Recognizes names of most common objects; recognizes parts of the body when they are named

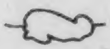
1-1/2 to 2 Years

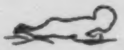
Expressive vocabulary of 10 or more words; enjoys nursery rhymes; attempts to sing and hum; remembers places he has been; demands desired objects by pointing; discriminates edible substances; points to three pictures; follows 2 of 3 directions; answers questions; names 2 of 5 objects; points to 2 of 6 objects, discriminates 2; identifies common pictures when they are named; talks in short sentences

2 to 3 Years

Names few common pictures; expressive vocabulary of at least 50 words; uses pronouns; recognizes familiar adults in photograph; refers to himself by name; shows correctly and repeats words for hair, hands, feet, nose, eyes, mouth, shoe; points to 7 pictures (of 10 common objects); repeats 2 digits; begins to share; recognizes action in pictures; knows full name; talks intelligibly to himself at play; asks questions "What?" "Where?"; names one color; understands prepositions; names most common pictures; expresses a desire to take turns; answers correctly to request for pointing to floor, window, door; play and communication is egocentric.

THE MOTOR SEQUENCE


Fetal posture
0 mo.


Chin up
1 mo.

Chest up
2 mo.

Reach and miss
3 mo.

Sit with support
4 mo.

Sit on lap
Grasp object
5 mo.

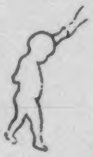
Sit on high chair
Grasp dangling object
6 mo.

Sit alone
7 mo.

Stand with help
8 mo.

Stand holding
furniture
9 mo.

Creep
10 mo.


Walk when led
11 mo.

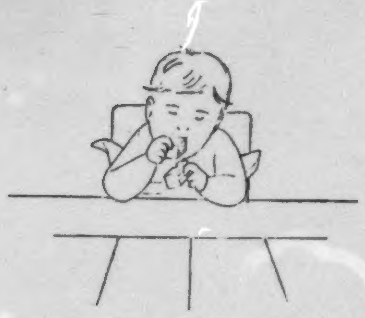
Pull to stand
by furniture

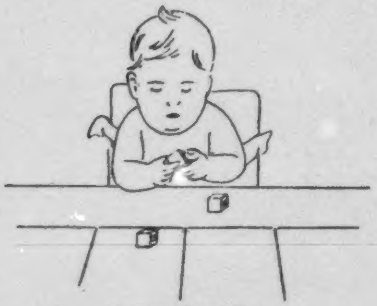
Climb stair steps
13 mo.

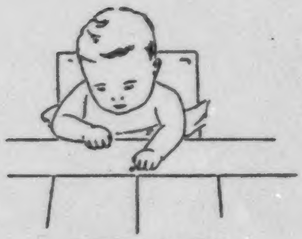
Stand alone
14 mo.

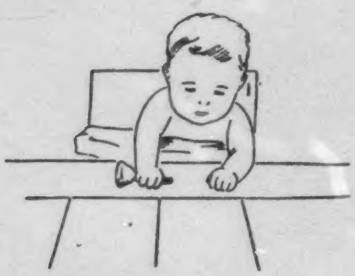
Walk alone
15 mo.

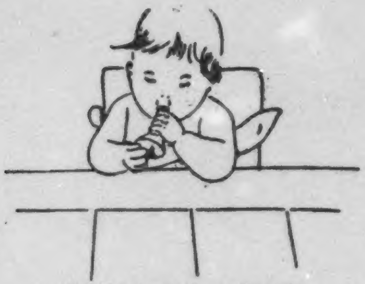
SKILLS - 28+ Weeks

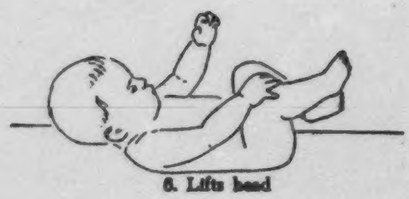

1. Holds cubes more than momentarily

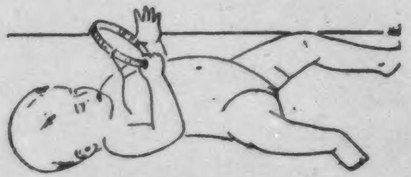

2. Transfers cube

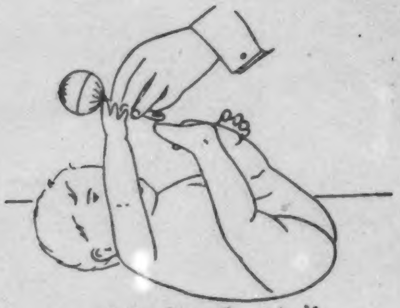

3. Rakes at pellet

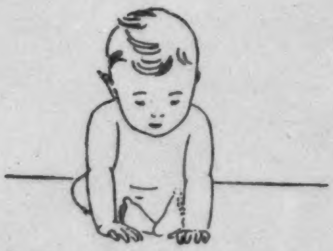

4. Bangs bell

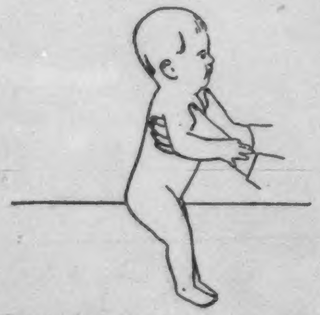

5. Transfers and mouths bell

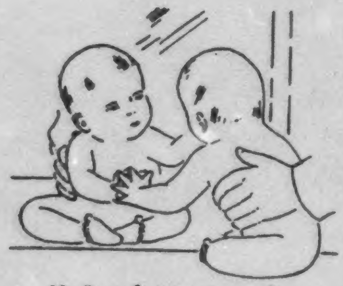

6. Lifts head

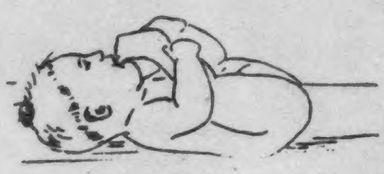

7. Transfers ring


8. Reaches with one hand

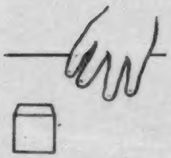

9. Sits momentarily leaning on hands


10. Sustains large fraction of weight; bounces

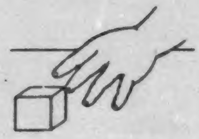

11. Regards image; pats glass


12. Feet to mouth.

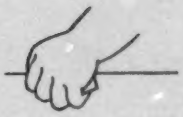
PREHENSION GRASP
16-52 Weeks



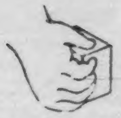
No contact



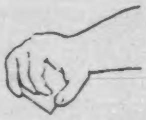
Contact only



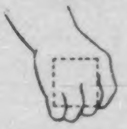
Primitive squeeze



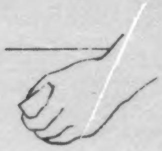
Squeeze grasp



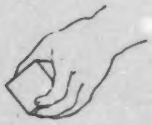
Hand grasp



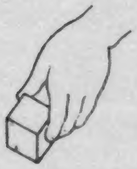
Palm grasp



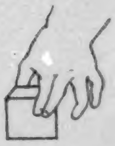
Superior-palm grasp



Inferior-forefinger grasp

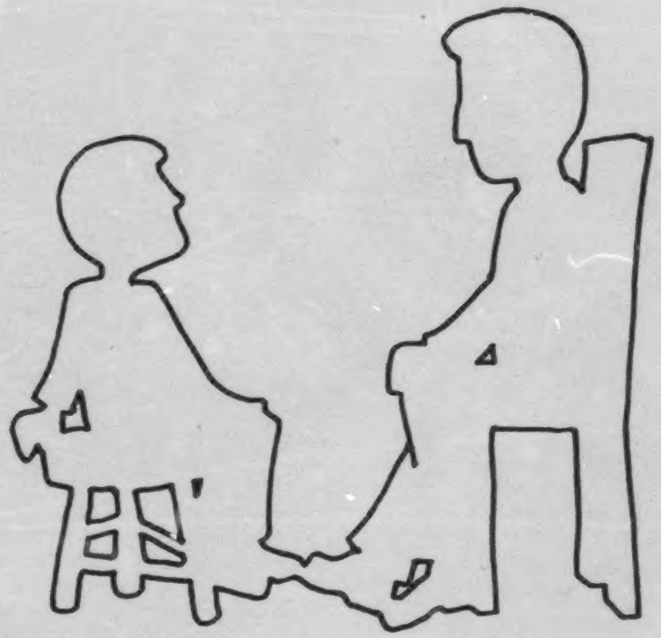


Forefinger grasp



Superior-forefinger grasp

Language Environment



SPEECH DEVELOPMENT IN THE PRE-SCHOOL CHILD

Parents may help in language development by:

- Permitting the child to do for himself the things a child of his age can do. First hand experiences help to stimulate his speech.

- Consulting a doctor for physical examination if child has not developed normal speech by three years of age.

- Developing an interested attitude in what the child has to say. Answer him in complete sentences.

- Cultivating a quiet, pleasant voice. Shouting and loud voices add to a child's nervousness. A calm voice induces relaxation and a feeling of confidence.

- Developing a feeling of security and belongingness in the child.

- Correcting faulty speech habits as early as possible. Consult a speech therapist if your child needs special help.

- Getting the child off to a good start in school. A child who does not speak correctly can have great difficulty with reading.

- Reading to your child. READ READ READ!!
  A child must hear the sounds before he can say them.

YOUR CHILD WILL SPEAK AS YOU SPEAK

DO'S AND DON'TS FOR A GOOD SPEECH ENVIRONMENT

DO

1. If you have an infant or very young child, coo, babble and gurgle at and with him. In other words, play vocally with your child.
2. Talk, Talk, Talk with your children about everyday happenings and things.
3. Listen to what they have to say and listen attentively with active interest.
4. Read to your children and look at pictures together in magazines, books, etc.
5. Play good children's records for your child.
6. Watch and discuss television shows with your child.
7. Allow your child to express himself creatively in clay, paints and imaginative play.
8. Play and work with your child at his level.
9. Use simple, clear, precise language when telling something or giving instructions and/or directions.
10. Set a good example by watching how you make your sounds, pronounce your words and form your sentences.
11. Be familiar with the steps in language development so that you can seek professional guidance when signs of speech or language delay occur.

DO NOT

1. Do not interrupt your child while he is talking by telling him to slow down, start over, say the word over or think before he speaks.
2. Do not give your child only perfunctory attention while he is telling you something by not stopping what you are doing or in other ways indicating your attention is on other things.
3. Do not ignore signs of speech or language delay.
4. Do not provide your child with an over-abundance of toys. Rather, stimulate your child to develop his own play material.
5. Do not cloak your instructions, directions or descriptions in verbal garbage. Rather, use simple, meaningful language.
6. Do not use verbal threats unless you are going to perform the deed.
7. Do not make verbal promises unless you plan to fullfill them.
8. Do not talk down to your child.
9. Do not use baby talk with your child.
10. Do not forget speech and language are learned functions, and therefore must be taught and you are THE TEACHER.

LANGUAGE DEVELOPMENT GUIDELINES

Babies:

Play games with baby such as "Peek-a'Boo," "Pat-a-Cake," "Bye-Bye," "This Little Piggy," "Where is Baby's Nose," "So Big." Move his arms to make the gestures until he learns to do these by himself.

Teach baby the meaning of the things he feels such as "Hot," "Cold," "Soft," "Hard" by giving labels to his touch experiences. Example: "The coffee pot is hot.......Ouch!"

Look at magazines and books with baby and label the different pictures for him. Example: "See the boy," as you point to the picture of the boy.

Call baby by his name. Sing to baby. Play the radio softly.

Use noisemakers out of baby's field of vision.......call or whisper his name when his back is turned until he turns to the sound.

Give simple directions for baby to retrieve familiar objects. Example: "Bring Mommy the ball."

Cover baby's favorite toy with a towel or blanket and then show him it's still there. Hide it under a box and have baby find it.

Toddlers:

Praise the child and talk to him while you are doing things with him. Put his actions into words for him, emphasizing the important words. Example: "Look what David has made. He's made a tower of red blocks."

Encourage child to try to say the word for the object he desires, instead of grunting and pointing. Example: "Say drink. Yes, I'll get you a drink of water."

Teach child words for body parts, names of family members, animal sounds, and names of different articles of clothing. Example: "Show me where your toes are." "The cow says Moo."

Use words to label different qualities of objects (hard, soft, fuzzy), and shapes of objects (square, round). Example: "Feel the fuzzy bear."

Teach ideas using toys to demonstrate: in-on-under, hot-cold, wet-dry, colors (red, green, blue, yellow), big-little.

Give simple directions that child can understand and follow. Example: "Pick up the ball." "Put the blocks down on the floor." "Get the ball from under the table." "Put the spoon on the table."

Play conversation games with the child using a play phone and hand puppets.

Help child learn to talk in complete sentences by elaborating on what he has said. Example: Child: "Pretty."
Mother: "Yes, that's a pretty doll. She has a pretty red dress on."

Encourage child to use pronouns such as "I," "Me," "You."

Have child sort two different objects into piles. Example: White vs. black buttons. Big vs. little blocks. White vs. colored socks.

Play simple lotto matching games. Have the child match colors and/or shapes.

Feelie-bag. Identify for child the different feelings and names of the familiar objects he feels inside bag, such as sandpaper, foam rubber, a marble, a brush roller. As the child is feeling each object, label its texture. Example: "Here is something soft."

Read stories and ask child simple questions about the stories. Example: "What is the dog's name?" "What is the boy doing?"

Play records, sing, and encourage child to sing along.

Put objects in a plastic bottle....beans, rice, rocks, toothpicks, screws. Teach the child that some objects make a loud sound, and some make a soft sound. They all sound different.

Provide small rubber or plastic zoo and farm animals. Teach child names of animals and the sounds they make.

Begin to teach the idea of one versus many. Example: "Here's one block, and here are lots of blocks."

Play simple counting games.

Hide a favorite toy under one of two or three cans.....under the same can each time.....and have child find it.

Take child on excursions to such places as grocery store, department store, zoo, park. Talk to him about the things you see.

LANGUAGE DEVELOPING ACTIVITIES

You and your child will enjoy rhymes that tell a story for hand and finger movements. This type of activity is good exercise in holding attention and remembering instructions. It is relaxing after noisy play.

Here are some for you to use with your child. Make up others to poems and rhymes you know.

Hands on Shoulders

Hands on shoulders, hands on knees,
(Follow action as rhyme indicates)
Hands behind you, if you please:
Touch your shoulders, now your nose,
now your hair and now your toes;
hands up high in the air,
Down at your sides and touch your
hair; Hands up high as before, now
clap your hands, one, two, three, four.

Right Hand, Left Hand

This is my right hand,
(Follow action as rhyme indicates)
I'll raise it up high.
This is my left hand
I'll touch the sky.
Right hand, left hand,
Roll them around.
Left hand, right hand,
Pound, pound, pound.

My Turtle

This is my turtle,
  (Make fist; extend thumb.)
He lives in a shell.
  (Hide thumb in fist.)
He likes his home very well.
He pokes his head out when he
wants to eat.
  (Extend thumb.)
And pulls it back in when he wants
to sleep.
  (Hide thumb in fist.)

Ten Fingers

I have ten little fingers
  (Follow action as rhyme indicates.)
And they all belong to me.
I can make them do things.
Would you like to see?
I can shut them up tight
or open them wide
I can put them together
or make them all hide.
I can make them jump high,
I can make them jump low.
I can fold them quietly
and hold them just so.

FINGER PLAYS

1. Pat-a-cake, pat-a-cake, bakers man
make me a cake as fast as you can.
Roll it, pat it, and mark it with T,
And put it in the oven for Tommy and me.

2. This little pig went to market,
This little pig stayed home,
This little pig had roast beef,
This little pig had none,
This little pig cried "Wee, wee, wee, I can't find my way home."

3. Here is a beehive (hand cupped)
Where are the bees?
Hidden away where nobody sees.
Now they come creeping out of the hive--
One, two, three, four, five. (extend fingers one by one)
Buz-z-z-z-z.

4. Open shut them, open shut them, give a little clap.
Open shut them, open shut them, lay them in your lap.
Creep them, creep them, creep them, creep them,
right up to your chin,
Open wide your little mouth, but do not put them in.
Open shut them, open shut them, to your shoulders fly,
Let them like the little birdies flutter to the sky.
Falling, falling, falling, falling almost to the ground.
Quickly raising all your fingers, twirl them round and round.

5. Two little dicky birds sitting on a wall (fingers parallel,
thumbs standing up)
One named Peter, the other named Paul (wiggle them as named)
Fly away Peter, fly away Paul. (flutter hands behind back)
Come back, Peter, Come back, Paul. (bring hands back as before)

6. Two little blackbirds sitting on a hill,
One named Jack, and the other named Jill.
Fly away Jack, Fly away Jill.
Come back, Jack, Come back, Jill.

7. Once there was a little man (thumb)
Who lived in a house (close hand)
Out came a little pig (little finger)
Out came a mouse (ring finger)
Out came a rabbit (middle finger)
Out came a deer (first finger)
"Hay!" said the little man
"I live here." (bring thumb around opposite fingers)

8. The carpenter's hammer goes rap, rap, rap--(one first on other)
And his saw goes see, saw, see--
He hammers and hammers and saws and saws--
And builds a house for me. (arms above head, hands together as roof)

THE DUCKLINGS

9. All the little ducklings
Swim without a care (let hands zig-zag)
Heads are in the water (point hands down)
Tails are in the air (point thumbs up)

10. Limp rag doll, I'm a limp rag doll
I have no bones at all.
My arms are limp, my neck is limp,
I'm a limp rag doll.

11. Fuzzy wuzzy, creepy crawly
Caterpillar funny.
You will be a butterfly
When days are sunny.
Winging, flinging, dancing, spinning
Butterfly so yellow.
You were once a caterpillar
Wiggly, wiggly fellow

12. Here we go up! up! up! (reach up)
Here we go down! down! down! (reach down)
Here we go forward and backward
Forward and backward - (swing arms)
And here we go round and round
(rotate arms, one around other, or
if standing, twirl around)

13. Jack in the box, you sit so still
(thumb in hand)
Won't you come out?
Yes I will (thumb jumps out)

14. Choo! Choo, Choo, Choo (run fingers of right hand along left arm)
This little train goes up the track. Choo, Choo, Choo, Choo, Choo-oo
(run fingers down arm quickly)
But this little train comes quickly back! Whoo-oo, Whoo-oo, Whoo-oo
(imitate whistle)

15. 1-2-3-4-5-(fingers bending in turn)
I caught a fish alive;
6-7-8-9-10
I let it go again.
"Why did you let it go?"
"Because it bit my finger so!"
"Which finger did it bite?"
"The little one upon the right."

16. There was a little lady (substitute child's name)
And she was so polite
When anyone was speaking
She kept her lips locked tight

17. This is the airplane circling around (right hand)
Here is the landing field, down on the ground (left hand flat, palm up)
The man in the tower tells me to land. (raise left thumb for control tower)
Zoom-comes the airplane-right into my hand. (Right hand airplane lands on left hand field)

18. I have a turkey big and fat
(spread hands wide)
He spreads his tail and walks like that.
(strut)
His daily corn he would not miss
And when he talks, he sounds like this.
(run in circle, gobbling)

19. Eency, weensey spider went up the water spout (fingers climb up)
Down came the rain and washed the spider out. (fingers show rain coming down)
Out came the sun and dried up all the rain (hold up hands to make sun)
So eeney, weensey spider went up the spout again. (fingers climb up)

20. I have something in my pocket,
It belongs across my face.
I keep it very close at hand
In a most convenient place.
I know you couldn't guess it
If you guessed a long, long time:
I'll take it out and put it on:
It's a great big happy smile.

21. I'm a little teapot, short and stout.
This is my handle and this is my spout.
When I get all steamed up I jump and shout.
Just tip me over and pour me out.

A BEDTIME STORY

22. This little boy is going to bed (first finger of right hand in palm of left)
Down on the pillow he lays his head
Wraps himself in the covers tight (fingers of left hand close)
And there he sleeps for the rest of the night.

23. Autumn leaves are falling down,
falling down, falling down,
Crimson, yellow, red, and brown.

24. Here's a little mouse creeping, creeping; here's a little mouse eating eating; Here's a little mouse sleeping, sleeping.
Here comes a pussy caty, sneaking, sneaking. Scat (whisper, both hands behind)

25. Hickory, dickory dock; the mouse ran up the clock.
The clock struck one; the mouse ran down; hickory, dickory, dock.

26. I have a small family here, a family full of good cheer (Wholehand)
Here's father, and mother, and sister, and brother, and the baby so tiny and dear, and the baby so tiny and dear.

27. Kind little finger people, who'll put the toys away?
I will, I will, I will, I will, I will, the fingers say.

28. Clap, clap, your hands and touch your nose.
Clap, clap, your hands and touch your toes.
Clap, clap, your hands and shake your head.
Clap, clap, your hands and go to bed. (Both hands together under one cheek)

29. Sleep, sleep, sleep little seed, Hidden from sight away.
Wake, wake, waken and grow, Waken for Easter Day.
(the children curl up on the floor, as the little sleeping seed, then wake and grow.)

30. My hands upon my head I place, On my shoulders, on my face, on my hips, at my side, and then behind me they will hide.
I make my hands go high, I make my fingers swiftly fly.
I put them out in front of me and clap them, one, two, three.

31. I have ten little fingers, and they belong to me.
I can make them do things, would you like to see?
I can close them tight, I can open them wide, I can make them all hide.
I can shake them, I can fold them, I can make them go high, I can make them go low, I can put them in my lap--just so.

32. In my house are windows two (point to eyes), shining clear and bright,
I can put my curtains down, shutting out the light (close eyes)
Open, shut them, open, shut them, now it's dark, and now it's light.
I can see your windows too, letting in the light (point to others)

33. Now I am so very small (squatting) Now I am so very tall (stretching tall)
Now I'm just myself. (sit back on chairs)

34. TEN LITTLE CHILDREN

Once there were ten little children,
That's really quite a few:
They did so many, many things
That children like to do.

Left hand:
This little girl washed the dishes.
This little girl swept the floor.
This little girl helped her mother
With many an odd little chore.
This little girl loved her daddy
And all the rest of them, too.
And this little tiny baby
Was ready to laugh and coo.

Right hand:
This little boy brought the water;
This little boy brought the wood.
This little boy helped his father
Do all the things that he could.
This little boy rocked the cradle
And sang little brother a song.
Indeed they were all very happy,
Being helpful all the day long.

FEEDING THE SWAN

35. You lovely white swan
Do you like best to float?
How swiftly you're moving,
Just like a sailboat.
I wish you would swim to me;
Come and be fed
With crackers and cake crumbs
And plenty of bread.

Finger play: Make the swan with both hands. Dramatize last two lines by pretending to throw bread as far as possible.

36. Wash my hands,
Wash my face.
See that everything's in place.
Brush my teeth,
Comb my hair,
Pick out pretty clothes to wear;
Colored ribbon for my curl,
If I am a little girl,
Brother wears a sailor suit;
All alone, can lace his boot,
Dressing without help is fun;
Breakfast's ready - milk and bun.

37. Steven's the quietest boy in town.
His hands and feet are still.
His head is down.
His eyes are closed.
Steven's the quietest boy in town.

38. Kitty loves me and I love her.
See me stroke her nice soft fur?
When I stroke her, hear her purr.
Kitty loves me and I love her.

39. Clap your hands, Clap! Clap! Clap!
Tap your fingers, Tap! Tap! Tap!
Drop your hands softly
In your lap, lap, lap.

40. Using four fingers "Here we go marching
down the street
Using our fingers
instead of our feet.

41. We have a band, we think it's grand
We have a drum and flute
We tum-ti-tum on our big drum
And our brass horn says, "Toot-toot."

42. From big, black clouds the raindrops fell
Drip, drip, drip, drip, one day,
Until a sunbeam changed them all
Into a rainbow gay.

43. This is my garden; I've raked it with care,
And planted my tiny brown flower seeds there.
I patted the earth smoothly over the bed,
while the warm yellow sun shone high overhead,
Soon raindrops came pattering over the ground,
And warm spring winds blew with a soft,
gentle sound
The little seeds woke and pushed
up toward the light
Up, up they grew slowly by day and by night.
And now see my garden so lovely and gay,
With all of these flowers that blossomed
today.

A BIG BOY

44. When I grow up,
I'll say, "Good-bye,"
Then dart away into the sky;
Go flying in an airplane
But soon I will come down again.
I'll paddle Indian's canoe:
Help steer a racing sailboat, too:
Take rides with Dick, the engineer
Ride in the engine cab, so queer.
Perhaps he'll let me ring his bell
So start the engine off pell-mell,
Chug-chug, I'm back,
Now at the wheel
Of Daddy's new automobile.
(Dramatize action with sound effects such as the humming of the motor,
splash of paddle, swish of sail boat, ding dong of bell, tooting of horn,etc.)

45. Up in the tree
Is a little bird's nest,
Within it two eggs
Underneath birdie's breast.
Crack-cracking the eggs
Both the birdlings come out.
They soon grow quite big,
Hop-hop-hopping about.
The mother bird says:
"Look, I'll teach you to fly"
So spreading their wings
They're off - singing good-bye.

46. Five little fishes
Swimming in a pool.
This one says, "The pool is cool."
This one says, "The pool is deep."
This one says, "I'd like to sleep."
This one says, "I'll float and dip."
This one says, "I see a ship!"
Fisherman's boat comes,
Line goes -- Splash! (Clap hands once)
Away our five little fishes dash.

47. Here's a bowl of milk,
Here's an orange round,
Here's a dinner plate,
Knives and forks are found,
For me and Dolly Mable.
All dressed in pink,
As nicely as we're able.

48. Thumb is 1, have some fun.
Pointer 2, I see you.
Tall man 3, like a tree.
Ring man 4, now one more.
Wee man 5, swim and dive.

49. These are the brown leaves fluttering down,
This is the tall tree, big and brown.
This is the squirrel with eyes so bright,
Hunting for nuts with all his might,
This is the hole where day by day
Nut by nut he stores away.
Till when the winter comes with cold and storm
He sleeps, curled up, all snug and warm.

50. This little pig danced a merry, merry jig
This little pig ate candy;
This little pig wore a blue and yellow wig;
This little pig was a dandy;
This little pig never grew to be big -
so they called him Tiny Andy.

51. Sleepy little fingers
Lying in my lap;
First you, baby finger,
Time you took a nap.
Now, ring finger, hurry!
Middle finger, too!
Pointer finger, bend your head;
It is time for you.
Who is this so wide awake;
Just like a little wiggle snake?
Sh - sh - Thumb, don't make a peep.
See? All my fingers are asleep.

52. One little valentine said, "I love you."
Tommy made another, then there were two.
Two little valentines, one for me;
Mary made another, then there were three.
Three little valentines said, "We need one more."
Johnny made another; then there were four.
Four little valentines, one more to arrive;
Susan made another: then there were five.
Five little valentines all ready to say,
"Be my valentine on this happy day."

53. Five little squirrels sitting in a tree;
This little squirrel said, "These nuts are for me."
" " " " , "I like to eat."
" " " " , "Nuts are a treat."
" " " " , "Do you want some?"
" " " " , "You may have one."
Five little squirrels went bob, bob, bob.
(bend fingers)
" " " " nod, nod, nod.
(bend wrists)
" " " " patter, patter, patter.
(wiggle fingers)
" " " " chatter, chatter, chatter.
(clap hands)
Five little squirrels scolded you and me
As they sat and ate nuts in the big tall tree.

54. This little cow eats grass;
" " " " hay,
" " " drinks water;
And " " " runs away.
" " " does nothing.
But just lie down all day.

55. Said this little fairy, "I'm as tired as can be."
" " " " , "My eyes can hardly see."
" " " " , "I'd like to go to bed."
" " " " , "To rest my weary head."
" " " " , "Come climb the stairs with me."
One, two, three, four, five, they tip-toed,
Just as still as could be.

56. Solo - Five little Easter rabbits,
sitting at the door;
One hopped away;
then there were four.

Chorus - Hop, hop, hop, hop; see how
they run;
Hop hop, hop, hop; they think
it is great fun.

Solo - Four little Easter rabbits,
sitting under a tree;
One hopped away;
then there were three.

Chorus

Solo - Three little Easter rabbits,
looking at you;
One hopped away,
then there were two.

Chorus

Solo - Two little Easter rabbits,
sitting in the sun;
One hopped away;
then there was one.

Chorus

Solo - Hop, hop, hop, hop, all gone away;
"   "   "   ", they'll come back some day.

57. 5 Red pegs standing in a row;
Watch out, watch out, here they go.
Down goes one peg,
Down go 2 pegs,
Down go 3 pegs,
Down go 4 pegs,
Down go 5 pegs,
All 5 pegs lying just so.

58. Five furry kittens
Waiting in the house;
Softly, softly,
They think they hear a mouse,
The white kitten says, "Be still."
The gray kitten says, "We will."
The brown kitten says, "Oh, where?"
The striped kitten says, "Take care."
The black kitten says, "Right there."
"Squeak" went the mouse,
And they all ran under the house.

59. Five little puppies playing on the floor.
One crept to bed; then there were four.
Four sleepy puppies were as tired as could be,
One curled up in a ball; then there were three.
Three sleepy puppies said, "We are drowsy too."
One found a blanket; then there were two.
Two sleepy puppies too tired to run;
One lay upon the grass, then there was one.
One sleepy puppy said, "Night has begun."
He found a kennel; then there was none.

60. Ten chubby fingers,
Ten chubby toes,
Two shining eyes,
And one little nose,
Two listening ears,
One nodding head,
Shut sleeping eyes,
And off to bed.

61. This is the roof of the house so good;
These are the walls that are made of wood.
These are the windows that let in the light;
This is the door that shuts so tight.
This is the chimney so straight and tall.
Oh, what a good house for us one and all!

62. This is the bunny with ears so funny,
This is his hole in the ground.
When a noise he hears, he pricks up his ears,
And in he hops with a bound.

63. Here's a ball--(make circle with thumb and forefinger)
and here's a ball--(make circle with two thumbs and forefinger)
And a great big ball I see--(make circle with arms)
Now let's count the balls we've made:
One, two, three (repeat as above)

NURSERY RHYMES AND SINGING GAMES

Los Cochinitos

Este compro un huevo
este encendio el fuego
este trajo la sal,
este lo guiso
Y este picaro gordo se lo comio

Mi Carita

Una boquita para comer,
una naricita para oler,
dos oidos para oir,
Y la cabecita para dormir

Tengo, Tengo, Tengo

Tengo, tengo, tengo
tu no tienes nada
Tengo tres ovejas,
en mi manada.
Una me da leche,
una me da lana,
y otra mantequilla,
para la semana.

El Gato Y La Gata

El Gato y la Gata
se van a casar
y el Gato no quiere
por no trabajar.

La Gallina

Vengan mis pollitos,
vamos a escarbar.
Dijo la gallina,
Ca-ca-cara-ca.

Vaquerito Jugeton

Tipi tipi, tipi tap,
tipi tipi, tipi ton,
donde esta tu caballito
vaquerito jugeton?
Tipi tipi, tipi tap,
vaquerito jugeton,
tipi tipi, tipi tap,
se te ha roto el pantalon.

El Cuento Del Gato

Este era un gato,
que tenia los pies de trapo,
y la barriguita al reves.
Quieres que te lo cuente otra vez?

Tortillitas (Patty Cakes)

Little tortillas, little tortillas
Little tortillas for father;
Little tortillas for mother;
Little tortillas made of bran,
For father who is angry.
Little tortillas of lard,
for mother who is happy.

Have children point, using both hands, to nose, mouth, ear, and eyes as each part is mentioned. Maintain a lilting, rhythmic chant.

Japanese version

Hana, hana, hana, kuchi;
(Nose, nose, nose, mouth)
Kuchi, Kuchi, Kuchi, mimi;
(Mouth, mouth, mouth, ear)
Mimi, mimi, mimi, me.
(Ear, ear, ear, eye)

Chinese version

Bey, bey, bey, haow
(Nose, nose, nose, mouth)
Haow, haow, haow, yee
(Mouth, mouth, mouth, ears)
Yee, yee, yee, ngaan.
(Ears ears, ears, eyes)

Spanish version

Nariza, Nariza, Nariza, Voca
(Nose, nose, nose, mouth)
Voca, voca, voca, oido
(Mouth, mouth, mouth, ears)
Oido, oido, oido, ojos
(Ears, ears, ears, eye)

Filipino version

Ah guung, ah guung, ah guung, Kneewat
(Nose, nose, nose, mouth)
Kneewat, kneewat, kneewat, lapaya
(Mouth, mouth, mouth, ear)
Lapaya, lapaya, lapaya, mataa
(Ears, ears, ears, eye)

POEMS FROM SPIN A BLACK SONG

- Nikki Giovanni

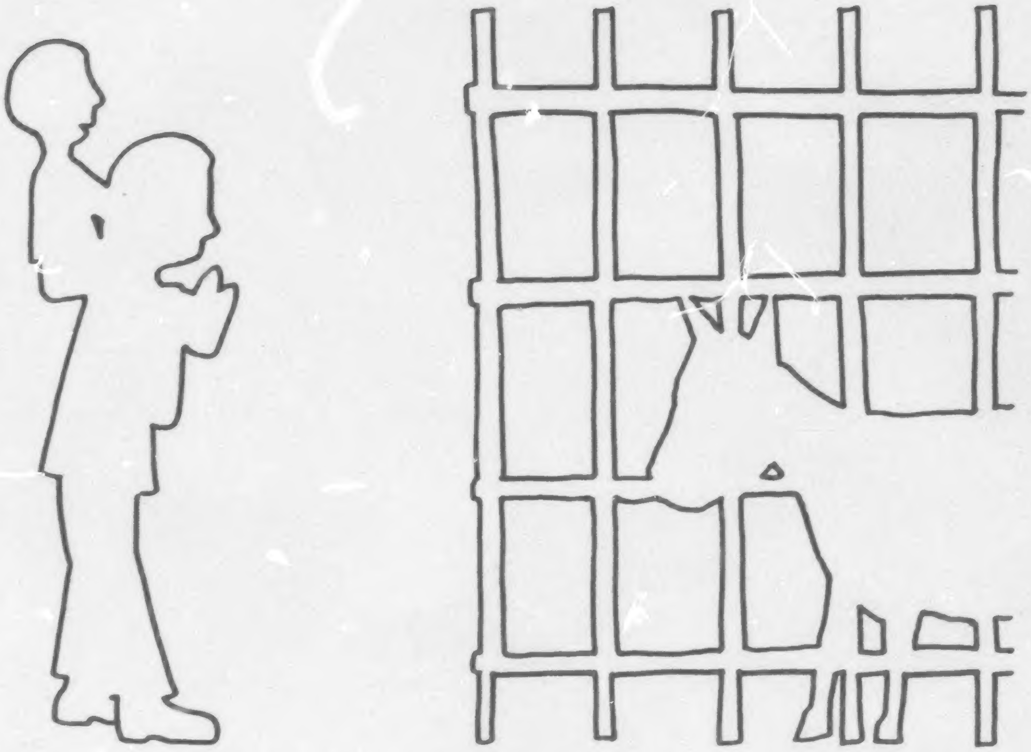
The Drum

Daddy says the world is
a drum tight and hard.
And I told him - I'm gonna
beat out my own rhythm.

Yvonne

Yvonne stood there unsmiling
with collard green and sensible shoes;
On her way to becoming a good
Black Woman.

Sources of Stimulation



GENERAL SOURCES OF STIMULATION

Birth to four months

Colorful patterns

Rhythmic sounds

Baby on stomach on floor--mother gets down to play with him

Varied bright colored objects

Toy or mobile over crib

Cuddling

Talking and laughing with baby

Four to eight months

Feeling different textures (smooth, rough, furry, soft, hard, contoured)

Using a rattle

Toys to develop eye, hand coordination

Sound effects--things to squeeze, shake, and pound (squeaky toys are good)

Floating toys in bath

Various surfaces for touching

Music

Carrying baby from room to room so he can see various objects in house and outside windows

Eight to twelve months

Toys that will lure him to new explorations. Poke, push, pull, maneuver.

Toys must be constructed for wear and tear

Reading books to child while cuddling youngster

Using responsive commands, i.e. stand up, sit down, close the door

Twelve to eighteen months

Challenging toys--nesting blocks, boxes with lids, wooden rings around central core

Games like peek-a-boo, hide and seek

Reading to him

Using objects such as those listed below with the following questions and instructions. Where is the______? Show me the______. Give me the______. Put the______ in the box.

ball
airplane
wagon
chair
scissors
doll
apple
light
toy furniture
bottle
car
blanket

Say: Where is your hair?
Where is your nose?
Where is your mouth?
Where is your eye?

Eighteen months to two years

Climbing activities (safe heights)

Pull toys

Conversations with child

Locating parts of body

Looking through magazines, books and pointing out familiar objects. Child might have his own stack of magazines.

"Need" situations which involve appetite stimuli, or toy or object stimuli, using words listed below:

milk
candy
dog
water
ball
drink
cookie
doll
mama
drink
baby
daddy

Encouragement to say word before food or toy is given to him

Activities centered around simple structured conversational situations such as:

"Give me (name of object or food)."
"I want (name of object or food)."
"Hello, how are you?"

Two to three years

Play with cars, blocks, dolls

Play with dirt, sand, water

Large threading toys

Simple shape-sorting toys

Vigorous activities, balls, beanbags, shovels, brooms, swing, ladder, slide, climbing apparatus, boxes, wagons

Receptive vocabulary

Naming words in a child's scrapbook is good

"Who said it?" games to stimulate use of pronouns

"What's Its Name?"--action pictures

Matching colors

Activities centering around vocabulary development

Having the child point to pictures as they are named

Real life experiences to enrich background for receptive vocabulary development. Trips to the farm, store, zoo, etc., either in real life, moving pictures, or by use of realistic toys, objects, and picture books

Picture cards in game-reward situations

Listening to three simple assigned tasks and carrying them out

Activities involving hide-and-seek games

Giving children visual materials to look at as they are listening to records or stories

Offering the child opportunities to make choices between two or more alternatives

EARLY INTERVENTION WITH INFANTS AND TODDLERS

Important Principles:

1. Consider that concepts learned before the fifth birthday are the most difficult and crucial which a child will encounter.
2. Recognize the importance of memorization of songs, rhymes.
3. Stress importance of language.
4. Realize that the world of concepts does not have a consistent pattern.
5. Present minimum necessary rules.
6. Realize that a child's and a parent's perceptions may differ.
7. Recognize the negative aspects and threats.
8. Be consistent and stick to regular schedule.
9. Keep explanations short and simple.
10. Isolate presented concepts.
11. Encourage complete responses.
12. Encourage maximum number of responses.
13. Recognize stress in learning.
14. Allow the child to learn full range of abstractions.
15. Teach a set of rules that is meaningful which works.
16. Recognize individuality and limitations.

SUGGESTED HOME ACTIVITIES

Each child develops skills at his own rate. The guide for general growth characteristics will help the parent see which skills are appropriate to the age level of his child.

Areas of Learning

Large Muscle Development:

- Walking - Take child to safe, open place.
- Running - Take child to safe, open place.
- Jumping - Suggest hopping games, such as "Jump up-Jump down."
- Crawling - Have child imitate animals, such as turtle, worm, snakes, seal.
- Rolling - Teach somersaults, imitate windmill.
- Climbing - Climb over pillows, foot stool.
- Balancing - Have child carry potato in spoon. Have child try to stand on toes while counting to ten.
- Throwing - Make ball out of old nylons and hang old tire on a tree for throwing nylon balls through target. Have child throw ball over targets.
- Pushing and Pulling - Make punching bag from old pair of jeans or old pillow case. Push and pull a wagon.

Small Muscle Development:

Home Chores

Let child set and clear table at mealtimes.
Allow child to spread butter or jam on bread or crackers.

Easel Painting

Offer praise; listen to child talk about his painting, and offer a special place for displaying it.

Fingerpainting, Sponge Painting, Print-making

Provide paper, paints; guide child, depending on age, to wet his own paper, choose color, apply to paper. Listen as he talks about experiences--praise finished paper work.

Drawing

Offer praise and encouragement. Help him to enjoy crayons at home. Let him draw with chalk on driveway.

Working with Paper, Paste, Blunt Scissors, Flat Material

Provide scissors for cutting old magazines. Let child try cutting freely, cutting fringes or folder paper. Let child collect materials for pasting. Help him classify them, talk about them. "Is it cloth--how does it feel?"

Clay, Modeling Dough

Make dough from flour and salt for modeling at home. Display work on table or shelf at home.

Block-building

Provide blocks or smooth pieces of lumber for block play. Help child see how buildings, bridges, roads are made by taking him to building sites--talking and listening to him.

Water, Sand, and Mud

Provide safe backyard area where child may dig and play with water. Let him enjoy bath time in relaxed way when possible.

Social and Emotional Development:

Safety

Be aware that young children should not be left alone. See that house is arranged for child's safety and ease in reaching things.

Health

Keep fresh air, light, room temperatures at comfortable levels. See that child has a regular bedtime so that he has right amount of sleep. Watch for symptoms of illness. Take child to doctor, dentist, vision and hearing clinics.

Self Help

Provide towel in low place. Take care of toileting, wash hands. Permit child to dress himself as much as he is able. Provide easy-to-manage clothes. Encourage child to pick up toys and help mop up spills.

Care of Teeth

Encourage child to brush teeth after meals and at bedtime.

Nutrition

Know about and provide the foods children need. Present new foods. Have child do simple food preparation tasks, wash vegetables, stir and mix dough.

Feeling Important About Self and Others

Tell child you love him, cuddle him, listen to him, praise him. Be patient with him. Give him a place to call his own, even if only a box or drawer.

Taking Turns and Sharing

Give child help in learning to use self-control while taking turns, sharing toys. Help him solve his problems by listening to him and talking with him. Tell him to "do" rather than "don't." Help him understand the feelings and limitations of others.

Living Outside the Family

Encourage family games, outings. Invite other children to play. Offer interesting things for them to do together. Help child develop understanding and pride in his family background and his place in it. Share your thoughts and feelings with child when possible. Accept his thoughts and feelings. Help child stand up for his rights. Help him listen to what others offer.

Taking Reasonable Responsibilities

Give child his own belongings to care for. Encourage him to pick up toys.

Gaining Self-Control

Verbally "mirror" child's feelings - "I know just how you feel." Accept extremes in responses - "It's all right to be angry (unhappy - sad)."

Expressing One's Self

Allow maximum freedom possible. Arrange opportunity for active physical pursuits. Listen to child's expression of his point of view. Encourage child to be a helper.

Growing in Independence

Remain near as long as needed. Inform child if you are going to leave for a while. Return when you have promised.

Becoming Self-Confident

Devise way for child to have place and/or space of his very own. Have large mirror where he can see himself at play. Use small hand mirror to show him his special smile or his back in the large mirror. Give opportunities for neighborhood errands as child grows older. Encourage first attempts at self-feeding, toileting, dressing.

Handling Fears and Special Problems

Read or tell stories with related themes. Acknowledge fears; talk about them with child. Avoid making threats. Anticipate new experiences, discussing them before they occur.

Cognitive - Language Development

Following Direction

Find chances for child to help you successfully and to dress self, dolls, etc. Offer opportunity to follow more than one direction at a time. "Please get scissors and put them on the table."

Telling One Sound from Another

Talk about difference between voices, footsteps of the family. Call attention to neighborhood sounds.

Listening to and Understanding Stories, Music, Conversation

Tell stories about family and child himself. Sing at home. Have older family members use magazine pictures to help child learn names of things and to tell stories.

Talking Vocabulary

Explain in words what mother or father is doing. Listen to your child. Reward talking by listening and responding to what child says.

Self-Expression

Use records, telephone, fingerplays, songs, stories, puppets. Talk to child as you walk or ride to and from school. Provide materials so child can dress up and act out various situations. Ask questions about what child sees, smells, hears, feels, tastes.

Music

Sing with child while working together. Let him listen to records, radio, and experience many types of music. Develop feel for rhythm with his body and with simple instruments.

Dramatic Play

Let child pretend at home--enter into play--help child see himself and others through "pretend" play. Help him enjoy acting out with his puppet.

Learning About Self

Use child's name, have a mirror he can look into, name parts of body. Keep growth and weight charts. Help him see himself grow--show him how he outgrows his clothes. Provide place for his things.

Mathematics Readiness

Teach fingerplays and songs about counting, such as "Ten Little Indians," "Here is the Beehive," "How Many Feet Do You Have?" Use opportunities for counting simple objects: "How many forks are on the table? Let's count the toys as we put them away."

Science - Ecology

Provide touch boxes, smelling trays. Collect shells, cones, leaves, rocks, seeds, insects, etc., with child. Grow plants, indoors and out. Take a listening walk. Let child taste new foods. Use descriptive words and help child to use them - "Is this rock rough or smooth?" Set example for care and gentleness with animals.

Time

Talk and read stories about seasons, holidays, grandparents. Mention the time of TV programs, mealtime, and bedtime.

Space

As a child plays, explain up, down, high, low, back and forth.

Measurement, Weight, Comparison, Fractions

Provide measuring tools such as cups and spoons for play. Explain use of measuring tools while cooking.

Money

Help child learn names of different coins. Let him pay for small items at the store.

Eye-Hand Coordination

Provide suitable craft and collage materials, manipulative games and toys. Have child set table, pour milk or other liquids, fill jars with water, use funnels.

Shapes and Forms

Develop understanding of circles, triangles, rectangles, squares, by using the words as a child plays with balls, blocks, rhythm instruments. Use opportunities at home to describe familiar objects by their shapes.

Pictures

Use story pictures to make child think and use his eyes, such as "Tell about the 'Picture'." Play games with child at home - "Lotto" - "Fish." Provide games that children of all ages can play. Ask child questions about the pictures in the stories as you read to him.

Becoming Aware of Words

Make picture book - let him talk about the pictures; write down what he says; read this back to him. This can also be done with his stories about his pictures.

Field Trips

Excursions offer valuable learning experiences for parents and children. To see, hear, and smell are memorable and meaningful experiences. Picture books or objects add to learning. Encourage your child to share his trip experience with other members of the family. Meal time is a good time for family conversation: talk and listen.

Trips to Take

Zoo - 12th Ave. & Freeport Blvd. Call Field Office, City Recreation Dept. for guided tour.

Fairytale Town - Call Field Office, City Recreation Dept. for schedule. William Land Park.

Fish Hatchery - Nimbus - 2001 Nimbus Rd., Rancho Cordova

Aquarium, Pet Stores - See Yellow Pages of Telephone Directory

Western Pacific or Southern Pacific - 1025 19th St.,
5th and Eye Sts.

Fire Station - Contact nearest station for arrangements.

Junior Museum - 4500 Y St.

Animal Farm--Univ. of Calif., Davis - Call Special Services, Student Union, Univ. of Calif., Davis

Gibson Ranch - 8252 Gibson Ranch Park Rd., Elverta

Trips to Take (Continued)

Library - Call nearest branch to you or City of Sacramento

Airports - Metropolitan, 6968 Airports Blvd.
Executive, 6151 Freeport Blvd.

Farmers' Market - 3001 S St., Wednesdays only

Miller Park and Boat Harbor - Front & Broadway

Dairy - See Yellow Pages of Telephone Directory

Bird Farm - See Yellow Pages of Telephone Directory

Construction Projects

Various Walks to park, store, post office, etc.

School Cafeteria for lunch

READING AND STORY TELLING SUGGESTIONS

How to judge a book:

Does it have:

1. Durable sturdy covers, well-constructed, and washable for younger child?
2. Large colorful pictures?
3. Suitable story for child's age, interests, and experiences?

Why Are Books Important for Small Children?

1. Books are fun.
2. They help widen horizons.
3. They help one grow in sympathy, imagination, and creative understanding.
4. Reading helps create a special relationship between parent and child--the sharing of thoughts and ideas, as well as physical closeness.
5. Books help develop vocabulary. The child learns new words and new ideas through pictures and associations. They give the child ideas for expression in play--an important part of reading readiness.
6. Young children can learn how to handle books, turn pages, and take care of books.
7. Children learn to be attentive if books are properly chosen for reading aloud to them. This is a good quiet activity and helps develop the child's attention span.

Story Telling:

1. For young children, the subjects should be about familiar events or experiences in their lives. The stories should be short and simple with appealing sounds.

2. Children like stories about themselves. Make up stories and characters.
3. Repetition of a whole story or one phrase has great appeal.
4. The size, suitability, and color of the illustrations enhance the meaning of the story.
5. Reading a story gives a wide variety of stories, with use of appropriate vocabulary and illustrations.
6. Telling a story does not involve the use of a book and can be done anytime, anywhere. The story teller can be dramatic, simple, and direct. Your enthusiasm about the story is important; the children may wish to participate.
7 Reading and Telling is a very effective combination and allows flexibility. It fosters close communication between the story teller and the individual or group. The story teller may adapt the story to the age level and attention span of the children. When this is done, the story teller must be thoroughly familiar with the theme of the book but may use the book to show illustrations or to guide his thoughts. He may adapt the vocabulary to meet the particular level of his listeners.
8. One-to-one story or reading sessions are ideal when they are possible.
9. Put all distracting objects away and catch the attention of the child with a good opening sentence.
10. Use different tones, action, repetition and pauses to heighten effects and hold interest.
11. Bring your story quickly to its climax, then swiftly to a close. Have the story move along smoothly.

TOYS FOR THE CHILDREN

In Selecting a Toy

These are some points to consider:

1. Is it sturdily constructed and of good materials?
2. Is it one which will interest the child?
3. Is it free from dangerous elements?
4. Will he enjoy it over a period of time?

Toys should satisfy the main urges of children:

1. For active play
2. For creating
3. For listening (musical rhythm and noise)
4. For grown-up play

Toys for the Infant

1-6 Months

Rubber balls-bright colors, rough surface, on string; rattles, plastic rings, or bracelets; wooden cubes; paper to crumple; unbreakable cups and spoon; bath toys.

6-12 Months

Practically all 1-6 month toys carry over into this group. Wooden beads, wooden blocks; animals, cuddly and washable; spools, bells, balls; enamel or tin cup for cubes.

Toys to Make

Use different sizes of tin cans so they will fit into each other. Remove top so edges are smooth. Don't give the baby too many toys.

Age One or Two

Large, simple and durable toys that children can examine, pull apart and put together again are best suited to this age. Toys that can be manipulated, that can be run after, pushed or pulled, carried or climbed on encourage children to move about--to stand, walk and use their arms and five senses. A few of the following toys are best:

Blocks--brick size, nest of blocks; washable dolls and animals; toys to push and pull, and objects to put in them.

Mallet Pegs--for pounding urge; chimes--on wheels; dinner bell; boxes--lids to open and close; rocking chair--chair horse.

Small wagon, wheelbarrow, autos, doll carriage.

Unbreakable dishes; color cones; large colored wooden beads to string.

Records--graded by ages; peg boards and pegs; ball--large, rough surface.

Do not try to get all of these toys. A child will be more satisfied if he has a few favorite toys than if he has too many.

TOY EVALUATION

NAME OF TOY ______________________________

MANUFACTURER ______________________________

CAN BE PURCHASED AT ______________________________

COST ________________________

SUGGESTED AGE GROUP: 1 - 12 mos. 1 - 2 yrs. 2-1/2 - 5 yrs.
(Underline choice) 6 - 9 yrs. 9 - 12 yrs. 13 - 16 yrs.

KIND OF TOY:
(Underline those that apply)

Movable parts
nesting
building

large motor use
small motor use
skill practice

optical
sound
sensory
creative

doll
animal
role
dramatic

Other description ____________________

Score _1_ if acceptable in each category below; _0_ if unacceptable.

_____DEVELOPMENT: suited to child's abilities and age group.

_____STIMULATES IMAGINATION: invites effort, creative, more than one use.

_____STURDY: will take rough play; deliberate misuses anticipated.

_____EASY TO UNDERSTAND: use is self-explanatory or easy to direct; constant supervision not required.

_____CHALLENGES the child to competence, either mental, physical, or social.

_____ATTRACTIVE: has esthetic appeal; authenticity without being "too perfect"; simple shapes, colors appropriate.

_____SAFE: not a hazard

Will it break or shatter in any way?

Can it be propelled through the air and injurious?

Does it have sharp points, edges, or protrusions?

Are openings and closings free from pinching or trapping child in any way?

Does it have proper controls for on, off, stop, or reduce motion?

Can it be breathed, swallowed, or chewed up?

Will it cause suffocation, electrical shock, excessive heat?

Does it contain any "toxic" or poisonous substance, i.e., no lead in paint?

Is it flammable? i.e., will it burn easily?

_____VALUES: does it teach wholesome values consistent with cultural norms?

_____SEX-TYPED: is it recommended for only one sex either in packaging or advertising?

COMMERCIALLY AVAILABLE TOYS AND BOOKS

THE FIRST YEAR OF LIFE

Toys:

- Mobiles
- Dangling toys for crib -- cradle gym
- Little music boxes
- Cuddly crib toys
- Rattle
- Bell
- Teething rings
- Fill 'n' dump toys
- Nesting toys
- Stacking toys
- Blocks
- Unbreakable mirror
- Rubber and plastic squeeze toys
- Rag dolls
- Balls
- Floating bath toys
- Large plastic beads

Books:

- Pat The Bunny (Golden Press)
- Touch Me Book (Golden Press)
- Things To See (Platt and Munk)
- Baby's First Books (Platt and Munk)

THE SECOND YEAR OF LIFE

Toys:

- Small zoo and farm animals
- Form box
- Simple puzzles (1 - 4 pieces)
- Formboards
- Blocks of all sizes
- Snap beads

- Fill 'n' dump toys
- Push-pull toys
- Musical toys
- Nesting toys
- Stacking toys -- graduated rings
- Wooden toys large enough to sit on and in -- truck, airplane
- Balls
- Play phone
- Hand or finger puppets
- Plastic nuts and bolts
- Mallet and peg toys -- pounding bench
- Dolls
- Sandbox, sand toys, digging toys, and bucket
- Swings

Books:

- Baby Farm Animals (Golden Press)
- Is This The House of Mistress Mouse? (Golden Press)
- Best Word Book Ever (Golden Press)
- Golden Shape Books (Golden Press - Entire Series)

THE THIRD YEAR OF LIFE

Toys:

- Play dough
- Beads to string
- Simple puzzles (4 - 8 pieces)
- Peg board and pegs
- Blocks
- Pounding bench
- Swings
- Wagon
- Rocking horse
- Stick horse
- Play phone
- Lotto-matching colors, forms
- Play table and chairs

Toys for pretend play -- stove
sink
refrigerators
dishes
mop
broom
ironing board
iron
scrub board

Balls

Dolls

Doll clothes

Books:

Go, Dog, Go (Harper & Row)

Peter and The Wolf (Doubleday)

Giant Nursery Book of Things That Go (Doubleday)

Home Lessons

PURPOSE OF HOME LESSONS

This portion is designed to present some simple, inexpensive, and enjoyable home lessons for mother and child. Such home lessons are planned to develop an appreciation of self, of others, and of the world. The lessons will help the parent develop effective ways of working with the child.

The home lessons are planned to be used and developed by the parent with her child. They are to be used flexibly, creatively, and relative to the particular child's special needs. The selected home lessons offer experiences which will help the child become enthusiastic about learning, will help him want to achieve, and will help him enjoy later schooling. As parent and child use the home lessons, they will realize the importance of sharing, cooperation, and conversation. Talking through ideas and concepts will promote mutual respect, cooperation, and acceptance on the part of the parent and child. Most important -- the home lessons are to be enjoyed. Not more than one lesson a day is suggested. Repetitions of home lessons are especially desirable. The parent should be generous with praise, encouragement, and acceptance of the child.

In using the lessons, the parent should be aware of the particular stage of development in which her child is progressing. The growth characteristics discussed are very general, but they will help the parent relate the home lessons to the child at his appropriate age level.

HOME LESSON: FINE MOTOR SKILLS

Gadget Board

Endless hours of enjoyment and fascination come from playing with this board. To make this gadget, you will need a good size piece of wooden board, plus all kinds of different hardware. The children enjoy being able to push and pull, screw and unscrew, slide and unslide, and on and on.

Some ideas to put on the board are:

Sliding door bolt
Padlock and key
Combination lock
Nut and bolt
Screen door hook
Light switches
Drawer pulls
An old door bell

HOME LESSON: MANIPULATIVE SKILLS

Mix, Measure, and Splash

1	Pan 6 x 6
1	2 cup measuring cup
1	1 cup measuring cup
1	funnel
1	sponge
1	set measuring spoons

The above is to be used individually by one child to measure and pour water. The child should sponge up the water and squeeze it back into the cups. Very good for quieting an over excited child and also to learn measurements.

Cornmeal Sandbox

Partially fill a box with cornmeal. Provide sieves, measuring cups, and spoons, but no water unless you want cornmeal pies. The child can work at a card table that is placed on an old shower curtain or a plastic tablecloth. Cornmeal is very similar to soft sand.

Colored Bubbles

A special bubble mix in various colors may be used outdoors on a warm, sunny day. This mix is made with 1 cup of granulated soap in 1 quart of warm water. Add vegetable food coloring and mix well.

Each child may be given an empty orange juice can, with a plastic straw for blowing and his choice of colored mix. When the sun shines on the mix, the children are delighted with the pretty colors and make mountains of rainbow colors.

To make permanent bubble blowers, cut wire hangers into 8" lengths, using a wire cutter. Twist one end into a circle. Dip into bubble mix and blow.

HOME LESSON: SELF-IDENTITY

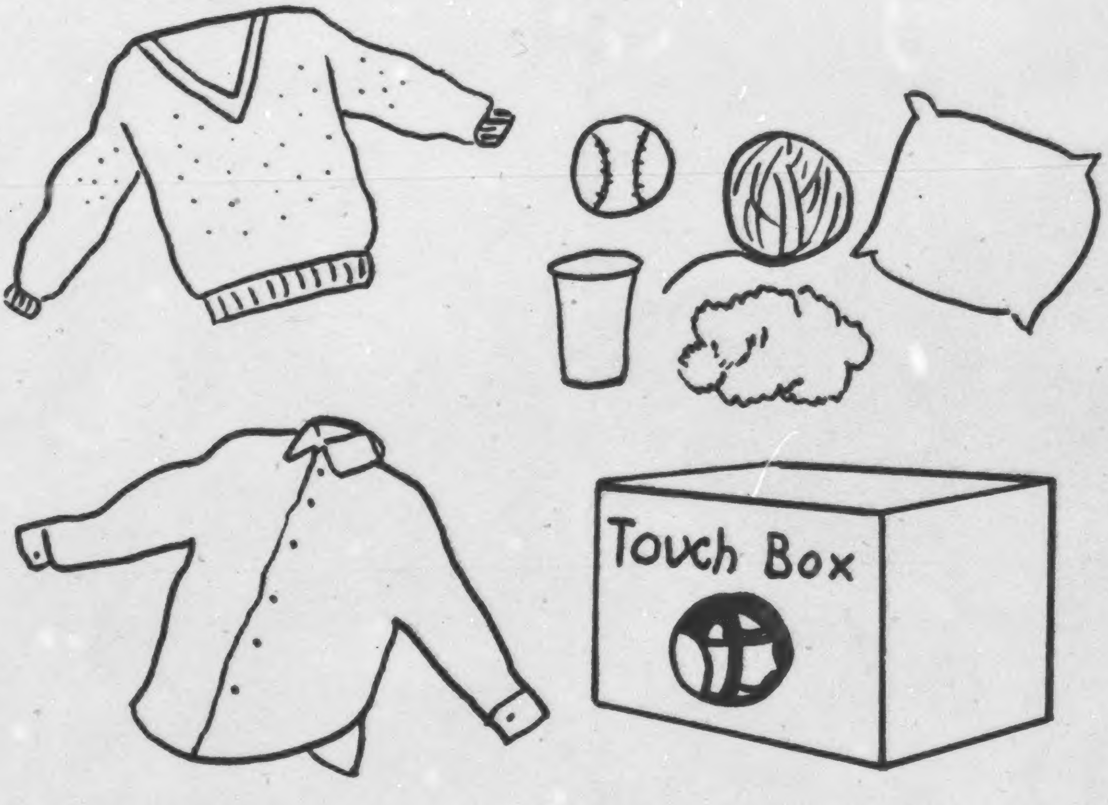
Self Paper Doll

Have the child lie down cn a large piece of brown wrapping paper and let them get in the position that they want for their self-doll. Another child or the teacher draws the outline around the child. The self-doll is then cut out. Let the child do what he would like to finish it. He could draw the features on with crayon or paint. Also he might enjoy cutting out different pieces of pretty material for clothes. Yarn or string might be fun to use for hair.

HOME LESSON: FEELING

Touch Box

Encourage child to feel his clothing. To make a "touch box," cut a hole near the bottom of a box. Make the hole large enough for a child to put one hand through to feel an object placed inside. Put different objects in the box for the child to touch and describe. Almost anything will do - rock, shell, cotton ball, comb, brush, screw, jewelry, yarn, leather, etc.



HOME LESSON: MATCHING

Practice Matching

The ability to match things that are alike is one of the skills required for reading. Children can do this long before they are able to read or print. All they need is practice.

Some suggestions:

Matching pairs of socks when helping to put away the laundry.

Separating teaspoons from tablespoons.

Stacking together plates and saucers that are alike.

Making games from food labels by saving some that are used frequently (labels from cans, bags, boxes), stacking those that are alike together.

Going grocery shopping and letting the child find foods that he has learned from the labels -- this time without a matching one.

As you play matching games with labels, read the name of the food and point to the place on the label where it is printed. Do not expect your child to remember the printed names at first.

Matching Socks - Claryce Allen

Red with Red
Blue with blue
Green with green
White with white
Plaid with plaid
Stripe with stripe
Holes with holes ----
Oops! That's not right!

HOME LESSON: SMALL MUSCLE SKILLS, CREATIVE AND RELAXING ACTIVITY

Play Dough

2 cups flour
1 cup salt
2 tbsp olive oil
Food coloring

Add water - slowly - to make a pliable mixture. Knead above ingredients and place in plastic bag. This dough, together with materials such as assorted cookie cutters for making a variety of shapes and with buttons for decorating features is a fascinating play material.

HOME LESSON: USE OF SENSES

Color Walk

Cut out strips of various colored paper (not more than three). Allow your child to carry the papers on the walk. As you walk, relate the colored papers to things in nature, houses, and cars which match the colored strips.

Drawing

Buy a box of crayons for your child for his very own. Discuss the names of the colors. Encourage him to draw on old newspapers or scrap paper. The larger the size paper, the better for his muscles.

Color Mixing

Using food coloring, allow children to mix:

blue + yellow = green
blue + red = purple
yellow + red = orange
red + blue + yellow = brown

Color Conversation

As you talk with your child, talk color -- in foods, clothing, toys, and books.

The Senses

What is smelling, tasting, hearing, feeling?

Look at various objects in nature and smell, taste, hear, and feel.

Offer such smells as cinnamon, coffee, nutmeg, vanilla, lemon to your child.

Offer such tastes as sugar, lemon, salt, chocolate to your child.

Offer such sounds as the crinkling of paper, the dripping of water, the clapping of hands, stamping of feet, a whistle, the tinkering of a bell, a whisper to your child.

Offer such feeling experiences as sandpaper, velvet, cotton, cornstarch, ice, warm water, fur, or a rock to your child.

If your child enjoys a game, blindfold him as you offer these experiences to see if he can identify the particular smell, taste, sound, and feel.

Talk with your child about what he feels, hears, tastes, and smells.

HOME LESSON: STRINGING

Toys

Look at a string of beads. It may become a necklace, a train, a beautiful thing.

Tape ends of cord or shoelace. Use small spoons, string like beads.

HOME LESSON: COOKING, COGNITIVE-LANGUAGE SKILLS

Cooking Experiences

What is cooking? Look at foods, feel, taste, smell, and prepare. The enjoyment of food brings people together.

Fun in the kitchen for Mother and child include cooperative cooking projects. These projects will help the child learn colors, develop skills in following simple directions, help him understand numerical concepts.

Make the most of each experience.

Let children help with shopping if possible.

Experience raw foods, then cooked variety, juices, etc.

Develop categories (grains, fruits, vegetables, spices, etc.).

Keep cans, boxes, supply of beans, grain, etc., for play store or house.

Some experiences may include the making of:

- Jello
- Cookies (variety including raisin, oatmeal, etc.)
- Cake
- Cupcakes
- Puddings
- Biscuits
- Muffins
- Bread (yeast)
- Butter
- Melon balls
- Ice Cream
- Tortillas
- Cornbread
- Cookouts: hot dogs, hamburgers, barbeques
- Casseroles, tamale pie
- Hot chocolate, chocolate milk
- Soup
- Pies
- Stew
- Tostados
- Beans, rice, and other grains
- Enchiladas
- Fresh fruit juices
- Applesauce
- Jellies and jams
- Honey mixtures
- Waffles
- Rhubarb, artichokes, nobales, chili, unusual foods
- Cooked vegetables and fruits
- Gingerbread and gingerbread men
- Hardboiled eggs and deviled eggs
- Popcorn

HOME LESSON: ENJOY HOLIDAYS

What is a holiday? Holidays are days for family fun. They are marked with special happenings.

Look to the particular day and celebrate:

New Year's Day -- a time for new resolutions, hats, and confetti.

Martin Luther King Day -- celebration of Black Leader's birth.

Valentine's Day -- a time for hearts, flowers, and greetings. Red is the color.

St. Patrick's Day -- a time for shamrocks and wearing of the green.

Easter -- a time for new beginnings, new life -- bunnies and chickens.

May Day -- a time for flowers, a May basket for your neighbor.

Cinco de Mayo -- Mexican, patriotic holiday celebration.

4th of July -- a time for parades, sparklers.

Halloween -- a time for jack-o-lanterns, goblins, witches.

Thanksgiving -- a time for turkeys and thanksgiving.

Hanukkah -- a Jewish holiday, exchanging gifts.

Christmas -- a time for Santa, reindeer, glittering trees, giving.

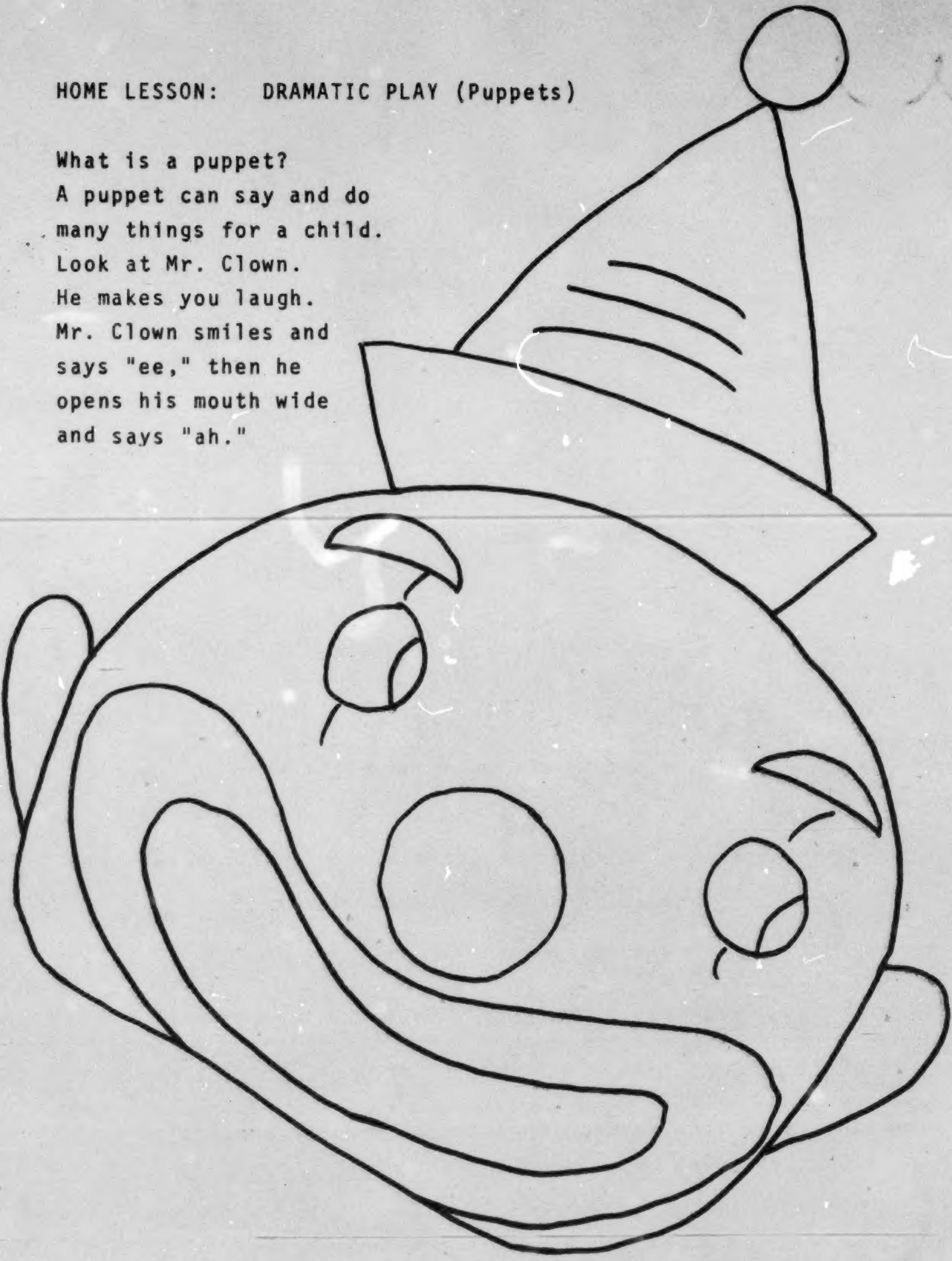
Chinese New Year -- Chinese festival, giving, cooking.

Birthdays -- anytime, birthday cakes, greetings, gifts.

Children look forward to holidays and the repetition of special events from year to year.

HOME LESSON: DRAMATIC PLAY (Puppets)

What is a puppet?
A puppet can say and do
many things for a child.
Look at Mr. Clown.
He makes you laugh.
Mr. Clown smiles and
says "ee," then he
opens his mouth wide
and says "ah."

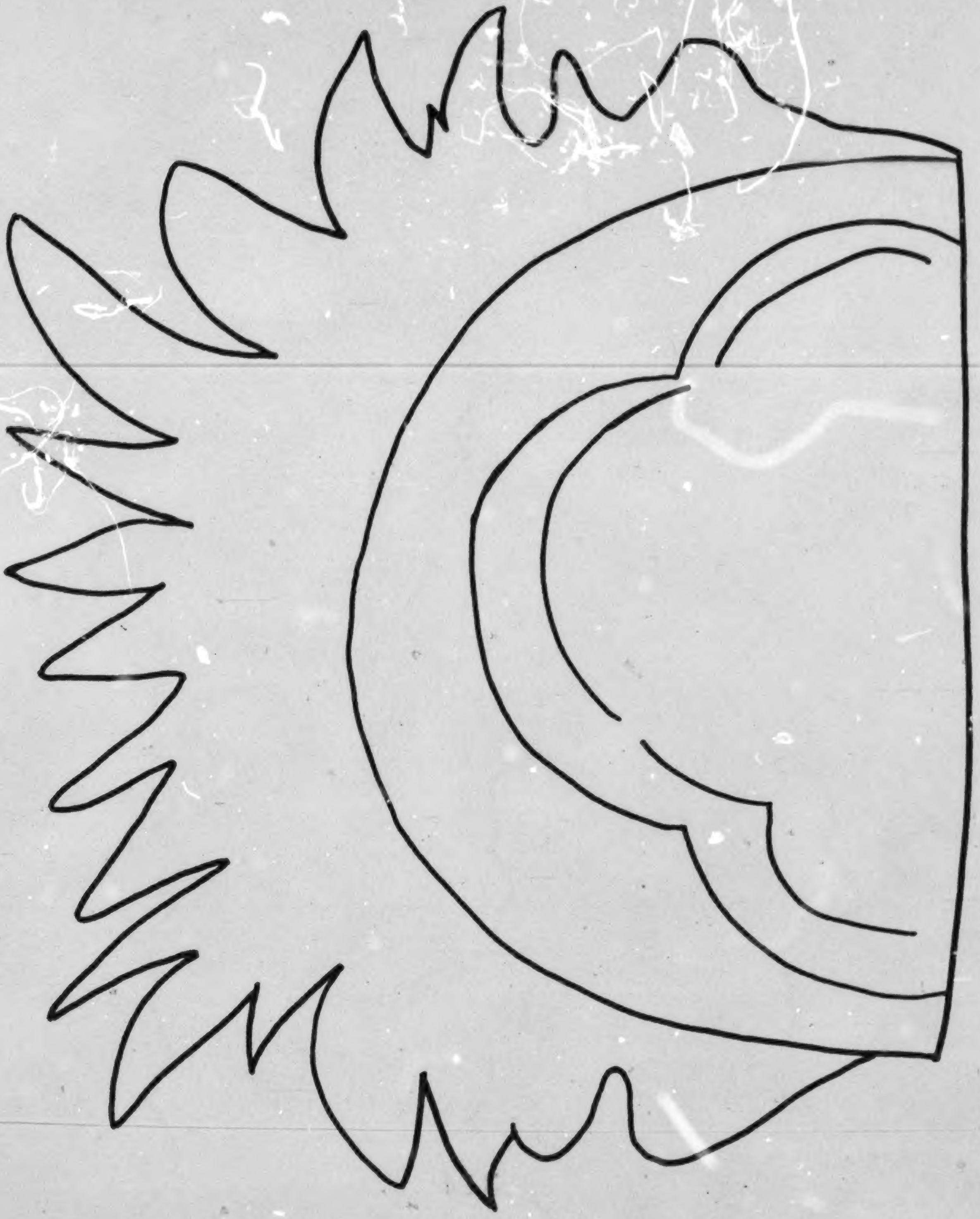


Cut out Mr. Clown/s head. Paste Mr. Clown's head on the flap of the bottom of a paper bag.[1]

---

[1] Pat Herbert, Speech Teacher, Sacramento City Schools.

Cut out Mr. Clown's mouth. Paste under flap of bottom of paper bag.



HOME LESSON: LANGUAGE SKILLS

Fun With the Flannel Board

A board covered with flannel and the cut-out characters will allow you or your child to act out the story of the Three Bears while you read it. The story is enclosed along with cut-outs of the bears and all the other items from the story. Color the items, paste on pelon or felt, and cut-out pieces.

After you have read the story several times, see if your child can tell it to you, using the felt pieces. Ask him often, for this is an easy way to develop his memory.

Cook some instant oatmeal and some Quick Grits to demonstrate what porridge is. Directions for the oatmeal are on the envelope.

You can get a book of the Three Bears from the library. Your child will enjoy seeing the pictures and comparing them to the flannel figures.

The story of the Three Bears is a good way to teach the idea of sequence of events. Size relationships are emphasized. The story offers some fanciful excitement for children.

The Story of the Three Bears

Once upon a time there were Three Bears, who lived together in a house of their own, in a wood. One of them was a Little, Small, Wee Bear; and one was a Middle-sized Bear, and the other was a Great, Huge Bear. They had each a bowl for their porridge; a little bowl for the Little, Small, Wee Bear; and a middle-sized bowl for the Middle Bear, and a great bowl for the Great, Huge Bear. And they had each a chair to sit in; a little chair for the Little, Small, Wee, Bear; and a middle-sized chair for the Middle Bear, and a great chair for the Great, Huge Bear. And they had each a bed to sleep in; a little bed for the Little, Small, Wee Bear; and a middle-sized bed for the Middle Bear, and a great bed for the Great, Huge Bear.

One day, after they had made the porridge for their breakfast, and poured it into their porridge-bowls, they walked out into the woods while the porridge was cooling, that they might not burn their mouths by beginning too soon to eat it. And while they were walking, a little Girl called Goldilocks came to the house. First she looked in at the window, and then she peeped in at the keyhole; and seeing nobody in the house, she turned the handle of the door. The door was not fastened, because the Bears were good Bears, who did nobody any harm, and never suspected that anybody would harm them. So Goldilocks opened the door, and went in; and well pleased she was when she saw the porridge on the table. If she had been a thoughtful little Girl, she would have waited till the Bears came home, and then, perhaps, they would have asked her to breakfast; for they were good Bears--a little rough or so, as the manner of Bears is, but for all that very good-natured and hospitable. But the porridge looked tempting, and she set about helping herself.

So first she tasted the porridge of the Great, Huge Bear and that was too hot for her. And then she tasted the porridge of the Middle Bear, and that was too cold for her. And then she went to the porridge of the Little, Small, Wee Bear, and tasted that; and that was neither too hot nor too cold, but just right, and she liked it so well that she ate it all up.

Then Goldilocks sat down in the chair of the Great, Huge Bear, and that was too hard for her. And then she sat down in the chair of the Middle Bear, and that was too soft for her. And then she sat down in the chair of the Little, Small, Wee Bear, and that was neither too hard nor too soft, but just right. So she seated herself in it, and there she sat till the bottom of the chair came out, and down she came plump upon the ground.

Then Goldilocks went upstairs into the bedroom in which the three Bears slept. And first she lay down upon the bed of the Great, Huge Bear, but that was too high at the head for her. And next she lay down upon the bed of the Middle Bear, and that was too high at the foot for her. And then she lay down upon the bed of the Little, Small, Wee

Bear, and that was neither too high at the head nor at the foot, but just right. So she covered herself up comfortably, and lay there till she fell fast asleep.

By this time the Three Bears thought their porridge would be cool enough; so they came home to breakfast. Now Goldilocks had left the spoon of the Great, Huge Bear standing in his porridge.

"SOMEBODY HAS BEEN AT MY PORRIDGE!" said the Great, Huge Bear, in his great, rough, gruff voice.

And when the Middle Bear looked at hers, she saw that the spoon was standing in it too.

"SOMEBODY HAS BEEN AT MY PORRIDGE!" said the Middle Bear, in her middle voice. Then the Little, Small, Wee Bear looked at his, and there was the spoon in the porridge bowl, but the porridge was all gone.

"Somebody has been at my porridge, and has eaten it all up!" said the Little, Small, Wee Bear, in his little, small, wee voice.

Upon this the Three Bears, seeing that someone had entered their house, and eaten up the Little, Small, Wee Bear's breakfast, began to look about them. Now Goldilocks had not put the hard cushion straight when she rose from the chair of the Great, Huge Bear.

"SOMEBODY HAS BEEN SITTING IN MY CHAIR!" said the Great, Huge Bear, in his great, rough, gruff voice.

And Goldilocks had squatted down the soft cushion of the Middle Bear.

"SOMEBODY HAS BEEN SITTING IN MY CHAIR!" said the Middle Bear, in her middle voice.

And you know what Goldilocks had done to the third chair.

"Somebody has been sitting in my chair, and has sat the bottom out of it!" said the Little, Small, Wee Bear, in his little, small, wee voice.

Then the Three Bears thought it necessary that they should make further search; so they went upstairs into their bedroom. Now Goldilocks had pulled the pillow of the Great, Huge Bear out of its place.

"SOMEBODY HAS BEEN LYING IN MY BED!" said the Great, Huge Bear, in his great, rough, gruff voice.

And Goldilocks had pulled the bolster of the Middle Bear out of its place.

"SOMEBODY HAS BEEN LYING IN MY BED!" said the Middle Bear, in her middle voice.

And when the Little, Small, Wee Bear came to look at his bed, there was the bolster in its place; and the pillow in its place upon the bolster; and upon the pillow was the head of Goldilocks--which was not in its place, for she had no business there.

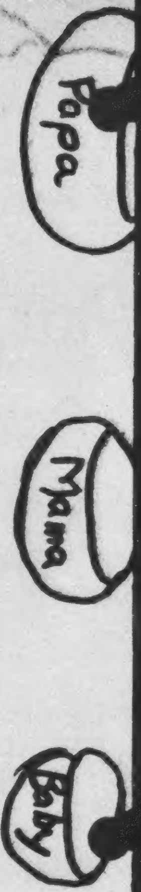
"Somebody has been lying in my bed--and there she is!" said the little, small, wee voice.

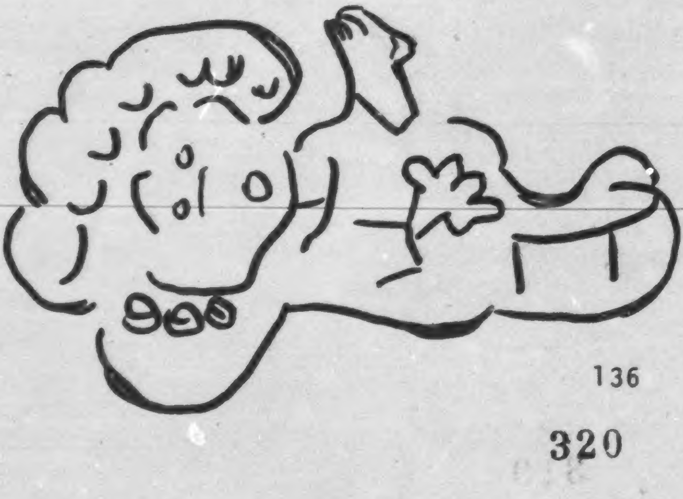
Goldilocks had heard in her sleep the great, rough, gruff voice of the Great, Huge Bear, and the middle voice of the Middle Bear, but it was only as if she had heard someone speaking in a dream. But when she heard the little, small, wee voice of the Little, Small, Wee Bear, it was so sharp, and so shrill that it awakened her at once. Up she started, and when she saw the Three Bears on one side of the bed she tumbled herself out at the other, and ran to the window. She pushed it open, jumped out, and ran away as fast as she could run--never looking behind her; and what happened to her afterwards I cannot tell. But the Three Bears never saw anything more of her.[4]

---

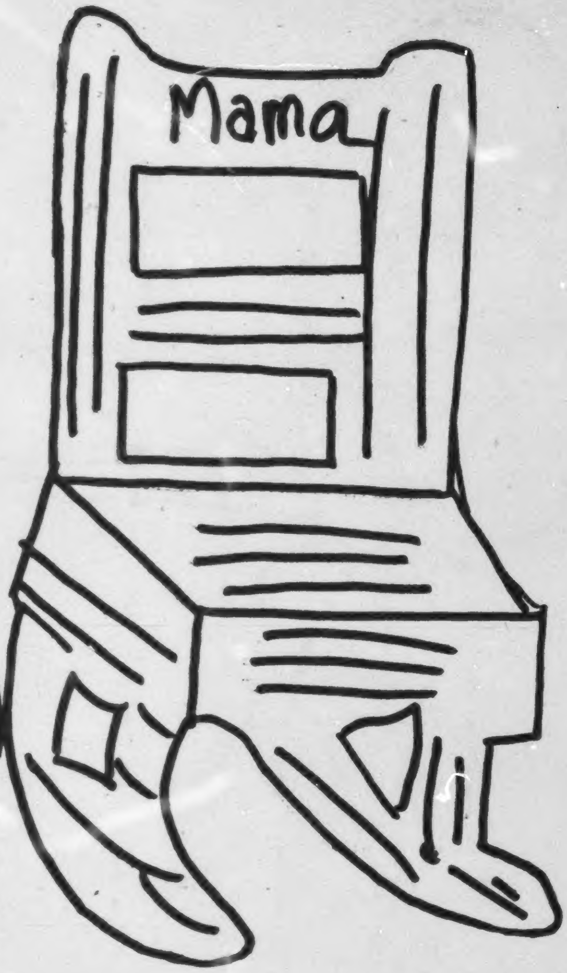
[4] Mary B. Lane, Home Lesson Protocols (San Francisco: San Francisco City College Press, 1968).

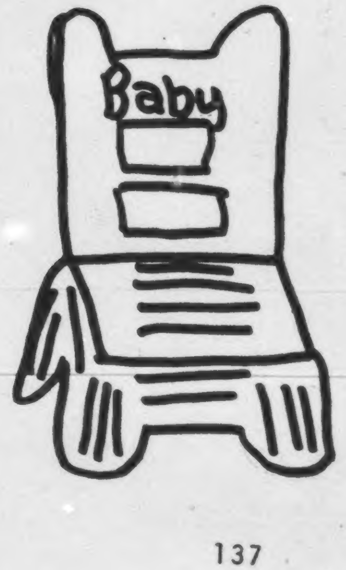
FLANNEL BOARD CHARACTERS.
MOUNT ON PELON, COLOR, CUT OUT.

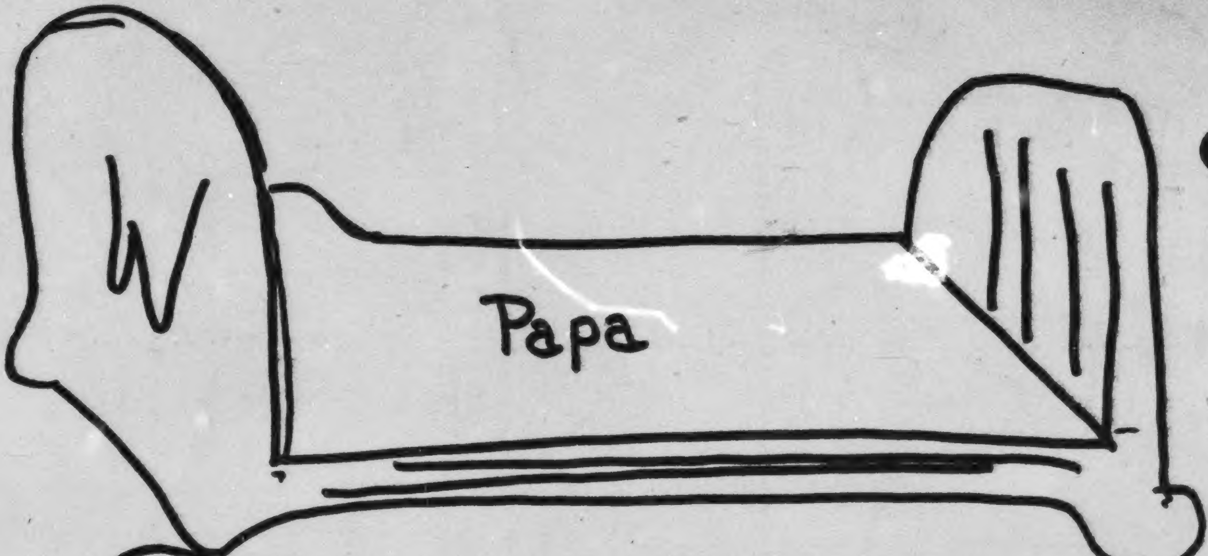


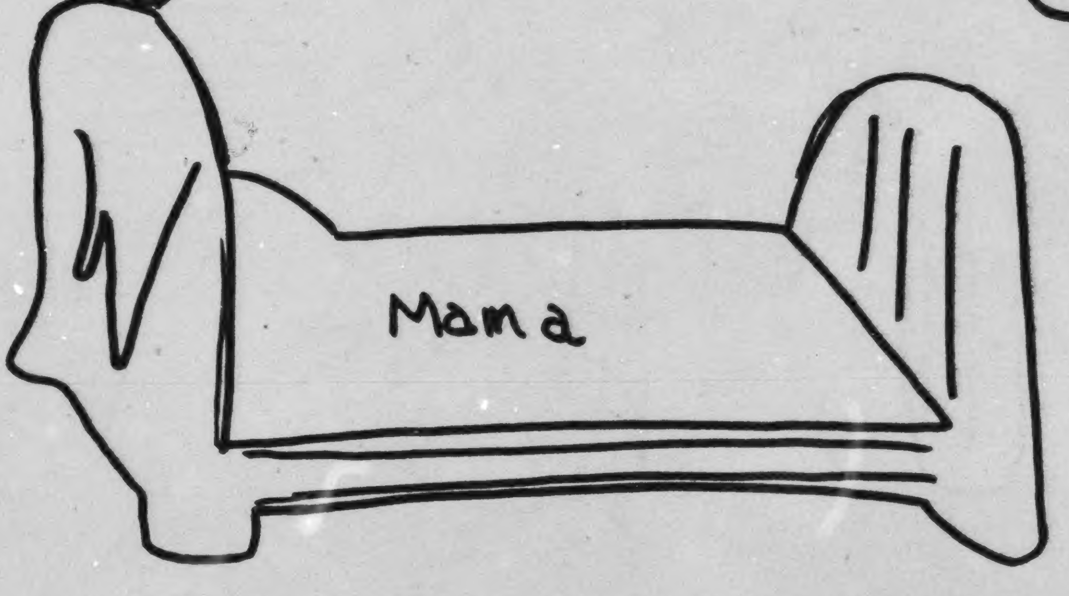


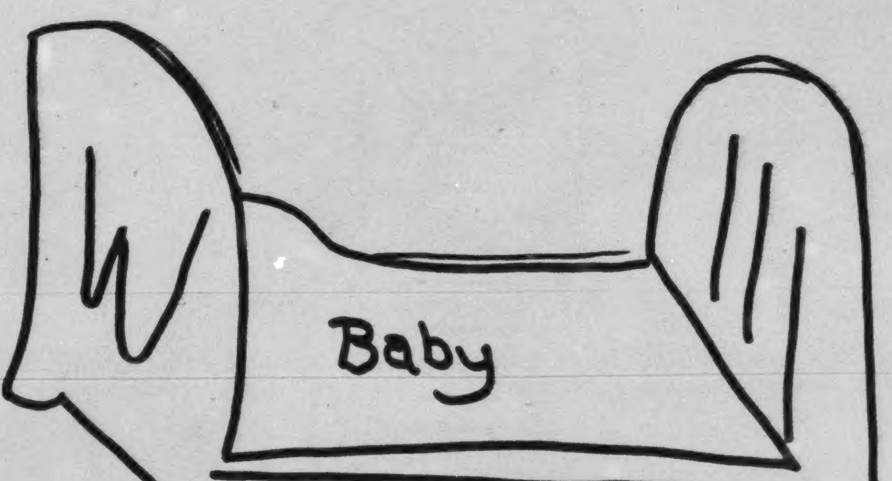
Papa


Mama


Baby


Papa


Mama


Baby

HOME LESSON: LANGUAGE SKILLS

What Is a Library?

Look at the books in the public library. Such stories as "The Three Little Pigs," "The Tale of Peter Rabbit," "Little Red Riding Hood," and "Three Billy Goats Gruff" are there for you to borrow. Borrow the book, "The Little Red Hen." This old story points to the value of helping each other in order to lighten the work and share the rewards. Read this to your child and discuss what each animal contributed or didn't contribute to the common cause.

Let's make bread.

Ingredients

2 cups milk
1 cake or package of yeast
2 tablespoons sugar
1 tablespoon salt
6 cups sifted flour
3 tablespoons butter

Utensils

Measuring cup
Saucepan
Large bowl
Measuring spoons
Large spoon, preferably wooden
Flour sifter
Small saucepan
Dish towel
Breadboard
2 5x10 loaf pans
Cooling racks

1. Warm the milk in a saucepan and pour into a large bowl. Sprinkle in the yeast, sugar, and salt. Stir until dissolved.
2. Presift the flour. Sift the measured flour gradually and mix into the liquid.
3. Melt the butter in a saucepan over low heat and stir it into the dough until the dough is shiny. Cover with a dish towel and let the dough rest 10 minutes.
4. Put a little flour on a breadboard. Put the dough on the board and press it flat. Knead by folding the farthest

edge of the dough toward you (fold the dough in half) and working the fold into the dough with the heels of your hands. Turn the dough around a little on the board and repeat. Knead for 10 to 15 minutes until the dough has a silky look.

5. Put the kneaded dough back in the large bowl and cover the bowl with a clean dish towel. Place it in a warm dark place and let it rise for an hour and a half.

6. Again, put a light covering of flour on the breadboard, take out the dough, and knead as before for about 15 minutes. Shape into two little loaves, to fit 5x10-inch pans.

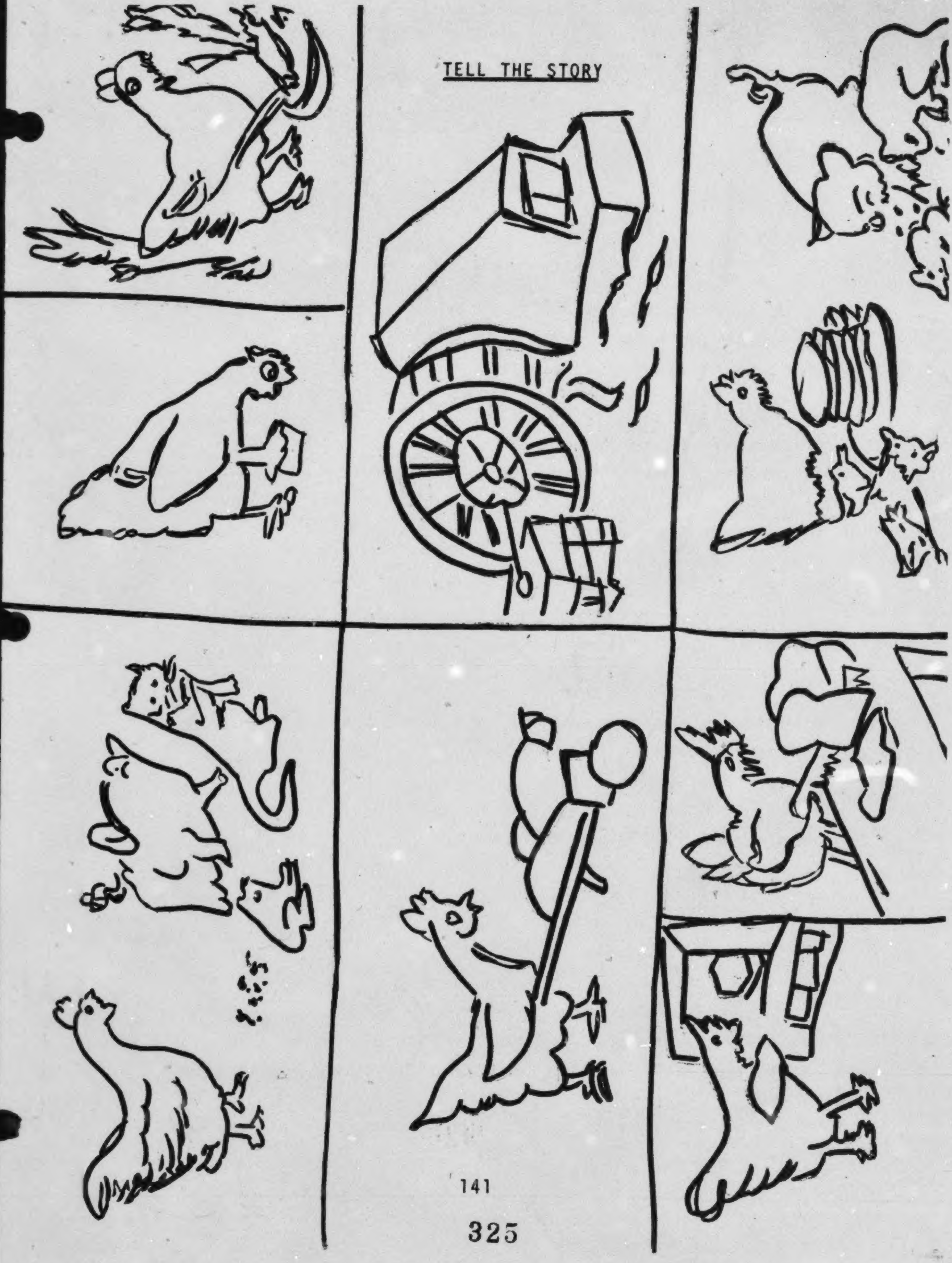
7. Grease the bread pans with butter and put the dough in the pans. Cover again with the dish towel, put it back in a warm, dark spot, and let the dough rise for about an hour, or until it has doubled in size.

8. Light the oven and set for 375°. When the bread has risen for the hour, put it in the oven and bake for 40 minutes. When baked, remove from oven, put a cooling rack on top of each pan, and turn upside down. Remove pan. Cool the bread on the rack before serving.

It is important for your child's understanding of bread that you explain how one gets brown, rye, cracked wheat, Boston brown bread, and sour dough French bread.

Use the following picture story to encourage your child to retell the story after you have read him "The Little Red Hen" from the library.

TELL THE STORY



Fun With Low Budget Items

The following list contains some materials that are inexpensive and easily obtained. They will offer opportunities for creative experiences in the home.

Large boxes, wooden or cardboard, for play

Used pots and pans (can be sprayed for color)

Kitchen utensils

Magazine pictures (mount on heavy paper or cardboard) for vocabulary building

Old clocks, scales, radios

Old sheets (easel aprons, doll-bed sheets, capes)

Used toys of all kinds for play

Spools from thread for wood construction

Shoestrings for beads

Macaroni for stringing and art use

Food coloring for color experiences, cooking

Old eyeglasses with lens removed

Coffee tins with plastic lids (can be sprayed or painted with enamel)

Plastic soap containers (make funnels, scoops, etc.)

Collection of bolts and screws to fit together

Pets: goldfish, a kitten, a tortoise, etc.

Small metal boxes (band aids, slide camera film)

Beans, rice, etc., for play house

Series of long, low boxes for train, trucks, etc., (wooden and/or cardboard)

Painters' buckets, plastic or cardboard

Unlabeled bottles for colored water; place on ledge where light shines

Box of "junk" for texture, for design and collage (rickrack, buttons, pieces of material, sponge, etc.)

Box of fabric samples for texture, shape, color

"Smell bottles," garlic, cinnamon, cloves, cologne, mouthwash, empty condiment boxes, empty cologne bottles, powder boxes, etc.

Bean bags, easy and inexpensive to make

Collection of discarded kitchen utensils such as sifters, dishpans, funnels, measuring cups and spoons, egg-beaters, muffin tins, spatulas, etc.

Dried gourds, large and small, for form and color; can be painted

Newspaper (variety of uses in art experiences)

Colorful wrapping paper, ribbons, bows, old greeting cards

Mirrors, variety of sizes and locations

Feathers, sheep wool, pieces of fur

Aluminum foil pans for collecting

Cardboard tubes from rolls of paper

Catalogs (Sears, etc.)

Old holiday greeting cards

Silk scarves for dancing, dramatic play

Flour, cornmeal, grains, etc., to sift, measure, and feel

Buttons; sort for size and color; string on heavy thread

Zippers, snaps, hooks, tops of old tennis shoes; mount fabrics on board for manipulation by children

Observations

OBSERVATIONS OF CHILDREN

How to Write Observations:

We learn by observing and recording.

When you are recording:

1. Describe what the child does and says--his behavior, facial expressions, body movements, speed, caution, his watching.
   Watching may be a stepping stone to activity.

2. Be descriptive and colorful, as well as objective; avoid writing your own opinions.

Why are Written Observations Valuable?

Advantages to parent:

1. Aids in understanding child's behavior and feelings in order to guide him more skillfully.

2. Provides a picture of the child's personality. Is he aggressive, noisy, shy, curious, friendly?

3. Helps a parent see child's growth and development: physical, personal, social, emotional, cognitive, language, creative and imaginative.

Records are a precious bit of the past--to be enjoyed and reread to the child.

OBSERVATION OF TODDLERS

Physical Development:

Observe the child's activity while at play.

How does he use his body?

- energetic
- speedy
- daring
- cautious
- jumping
- hopping
- tense
- relaxed
- slow moving
- graceful
- awkward
- weak
- strong

How does he use his hands?

- right hand:
    - with ease
    - with effort
- left hand:
    - with ease
    - with effort
- uses both right and left hands

Is he larger or smaller than most children his age?

Does he tend to be heavy, slight, or average?

Does his size affect his relationships with other children and adults?

Does he seem to hear, see, and speak easily? normally?

Personal and Social Development:

How does the child express himself and handle his emotions:

Is he interested mostly in objects, other children, adults?

Do most of his quarrels originate over property rights, attacks on his person, your directions to him?

How does he show his anger?

Is he aggressive or retiring?

How does he get along with other children?

Does he prefer playmates of his own age, older children, younger children?

How does he get along with adults?

Can he leave his mother?

How often does he turn to adults for help?

How does he respond to adult suggestion or direction?

Emotional Development:

Is the child happy and enthusiastic?

Does he seem overly anxious or fearful?

Is he easily frustrated?

Does he show sudden changes of mood?

Does he regain control easily?

Creative and Imaginative Development:

Does he seem pleased with himself when playing?

Is he willing to try a wide variety of experiences when they are offered to him?

Is he able to try more than one way of solving a problem without being afraid of failure?

Is he able to choose an activity and complete his work to his satisfaction?

Cognitive Development:

Is he easily distracted or does he continue with his work?

Does he listen to stories and music?

Does he accept routines --- seem to know what is expected?

Does he show evidence of independent thinking?

Does he show ability to solve problems?

Language Development:

Does he mix speech and gestures?

Does he use gestures only?

Does he answer quickly or slowly?

Does he respond with many words or few?

Is he easily understood?

Are there hesitations and repetitions?

OBSERVATION OF CHILD AT PLAY

Observer's name ____

Child's name ________________Age__Date___________Children present___

Check, make descriptive comments. Use reverse side for complete explanation.

MOTOR

__Balancing
__Climbing
__Swinging
__Roughhousing
__Riding
__Exploring
__Sliding
__Hammering
__Running
__Digging

DRAMATIC

__Playhouse
__Dressup
__Wheel Toys
__Loading and hauling
__Imitative
__Make believe
__Clowning
__Humor

CREATIVE

__Sand
__Clay
__Easel Painting
__Block building
__Spontaneous singing
__Need for approval and attention

Interest span:

__Songs
__Juice
__Rest
__Story
__Rhythms

EMOTIONAL

__Sucks thumb or fingers
__Complains of feeling ill
__Cuddles favorite toy
__Wants to be held
__Crying
__Turns to something else
__Lets off steam in violent actions
__Hitting
__Biting
__Throwing
__Tantrum
__Feelings easily hurt
__Able to discuss
__Wants adult near
__Needs affection

SOCIAL

__Plays alone
__Plays with one
__Plays with others
__Plays with own sex
__Plays with other sex
__Responsive to other adults
__Sensitive to rights or feelings
__Cooperates, takes turns

GROWING SKILLS

__Sharing ideas
__Asking questions
__Response to direction
__Readiness to accept help
__Approach to new situation
__Adjustment to group
__Dependence on mother
__Attachment to one toy
__Problem solving

Today your child recovered his emotional balance:___slowly___ fairly soon___quickly___

Were there signs of fatigue?_________When?____________________

Were there signs of over-stimulation?______When?_______________

OBSERVATION OF CHILD AT PLAY
Emotional Development

Child's Name________________ Age___ Observer's Name________________

Make a record of your child's activity while at play, noting how he expresses himself and handles his emotions, anger, fear, happiness.

EXPRESSIVE MOVEMENTS

smiling
laughing
crying
screaming
kicked
fought
pushed, bit
name calling
tense
relaxed
aggressive
retiring

EMOTIONAL REACTIONS

anxious
enthusiastic
affectionate
easily frustrated
showed anger readily
sudden change of mood
demands attention:
  from children
  from adults
directed other children's activity
gave up
turned to adult for help
quickly regained control
talked about his fear
conquered his fear
sometimes happy
sometimes unhappy
expressed happy feelings
did not show feelings clearly

What is his response to adult suggestion or direction?

Does he resent adult authority to a marked degree?

What is his reactions to failure? success?

Does he have any fears?

Comments:

ITEMS TO LOOK FOR WHEN OBSERVING A CHILD AT PLAY

Physical Development

Child's name ____________________ Age ___ Observer's name ______________

Observe your child's activity while at play;

Use this as a check list and add notations:

How he uses his body

energetic
speedy
daring
driving
explosive
cautious
jumping
running
hopping
galloping
tense
relaxed
controlled
slow moving

graceful
awkward
effortless
strained
poised
careless
poorly coordinated
vigorous
effective
weak
ineffective
weak
continually twisting

How he uses his hands

right
left
ambidextrous
closed fist
waving fingers

Is he larger or smaller than most his age?

Does he tend to be heavy, slight, or average?

How might size affect his relationships?

How he uses his voice

soft
excited
loud raucous
shrill
scream
low
clear

Facial Expression

smiling
far away look
dreamy
tired
droopy
worried

PERSONAL AND SOCIAL DEVELOPMENT

Mother's Check List

Underline the most correct answer for your child.

1. Does my child have marked fears? Yes No
2. Is he interested mostly in objects, other children, adults?
3. Is he aggressive or retiring?
4. Does he turn to adults for a solution of his problems?

   Always Sometimes Never
5. Does he resent adult authority to a marked degree? Yes No
6. Do most of his quarrels originate over property rights, attacks on his person, your directions to him?
7. Does he show sympathy to others? Yes No
8. Does he prefer older, younger, his own age playmates?
9. Does he have imaginary playmates? Yes No

   If yes, describe

10. Is he a leader or follower?

OBSERVATION FORM

2-1/2 -- 3 Years

Parent________________________________ Date___________________

Child____________________________ Birth Date___________________

Describe significant strengths and weaknesses in the following areas:

SOCIAL

Comfortable with adults
Friendly with children
Shares ideas and materials
Enjoys group play
Follows directions, accepts suggestions
Initiates ideas or activities
Defends himself appropriately

PHYSICAL

Self-care skills
Large muscle control and coordination
Small muscle control and dexterity
Visual-motor coordination

COGNITIVE

Explores and experiments
Uses all senses to learn
Plays independently
Can name body parts
Recognizes colors
Recognizes and names objects
Understands concepts of space
Aware of order
Can sort and classify objects
Attention to tasks
Solves problems

LANGUAGE

Talks
Vocabulary
Pronounciation
Relates experiences

EMOTIONAL

Likes himself
Demonstrates joy, anger, etc.
Accepts limits
Self-control

HEALTH

Comment if anything unusual is noted in the following areas:

Body formation____

Weight____

Skin____

Hearing____

Appearance of eyes____

Energy level____

Alertness____

Mannerisms____

Bowel and urinary control____

Respiratory condition____

INITIAL PARENTAL ASSESSMENT

Date: ________________________

1. How do you see your child?

2. What do you like in your child?

3. What do you dislike in your child?

4. What are your goals for your child?

5. What type of growth do you want to see in your child?

SECOND PARENTAL ASSESSMENT

Date: ____________________

1. How do you see your child?

2. What do you like in your child?

3. What do you dislike in your child?

4. What are your goals for your child?

5. What type of growth do you want to see in your child?

THIRD PARENTAL ASSESSMENT

Date: ______________________

1. How do you see your child?

2. What do you like in your child?

3. What do you dislike in your child?

4. What are your goals for your child?

5. What type of growth do you want to see in your child?

SUGGESTED PARENT DISCUSSION TOPICS

1. Philosophy, goals for parents, children -- use of handbook
2. Guides and techniques of working with children
3. Growth characteristics of preschool child -- ages and stages -- personality development -- individuality
4. How to and why observe children -- written observations
5. Understanding ourselves
6. Theories of learning, sources of stimulation
7. Science experiences -- creativity -- children's art
8. Children's literature -- storytelling
9. Music for children
10. Physical fitness and keeping healthy
11. Language development -- speech problems
12. Values of play -- understanding play
13. Discipline: behavior modification, punishment and guidance
14. A wise choice of books, toys, magazines, records
15. Daily care and special problems: thumb-sucking, bed-wetting, eating, sleeping
16. Sibling rivalry, family relationships
17. Children's emotions: anger, fear, jealousy
18. Aggression -- shyness
19. Health and safety -- the sick child
20. Nutrition
21. Group discussion techniques
22. Budgeting, family finance -- children's allowances
23. Developing responsibilities, chores, etc.
24. Neighborhood and community problems

25. Father's role
26. Home lessons
27. Developing a sex role
28. Sex education
29. Moral values
30. Concepts of God, death
31. Family fun: holidays, traditions, excursions
32. Leisure time, hobbies, TV, comic books, rainy day
33. Kindergarten readiness
34. Working mothers
35. Learning about your community resources
36.
37.
38.
39.
40.
41.
42.
43.
44.
45.
46.
47.
48.
49.
50.

VARIOUS CHANNELS FOR PARENT EDUCATION

- Books
- Bulletin board displays
- Buzz sessions
- Charts
- Demonstrations
- Field trips
- Films
- Home visits
- Kaffee klatches
- Magazines
- Mini-meetings
- News publications
- Notes to the parent educator
- Observations
- Parent conferences
- Personal contacts
- Pot luck suppers
- Public meetings
- Recordings
- Role playing
- Slides
- Socio-drama
- Speakers
- Tapes
- Toy lending library
- Workshops

GROUP PROCEDURES

Through the discussion group, parents will meet new friends. Parents give and receive information and mutual support. Reminders to parents who meet in groups:

1. I am one of a group and each member has a contribution to make; so I will feel that I am important to the group, and I will also respect the other members.
2. What I think is as necessary as what others think, so I will try to present my ideas as clearly and constructively as possible.
3. To remain silent or withhold differing opinions is not helpful to the group in thinking through problems, and I should not feel resistant when someone differs with me.
4. To participate too much, monopolize the discussion, or be too insistent in my viewpoint can be detrimental to the functioning of the group, so should be avoided.
5. I am learning and working with others, and therefore I need to cooperate and be concerned with harmonious relations in the group.
6. I should volunteer readily when I think my services and abilities will be useful to the group and I have the time that will be required.
7. When I have undertaken a responsibility, I should carry through with it until successfully completed.
8. I should be willing to confer with others, accept the offers of assistance of others, and generously acknowledge the contributions of others whenever recognition is due.
9. I should suspend judgment until facts are known, and base decisions upon objective data.
10. I should be careful not to make irresponsible statements, repeat confidential information, or stir up feelings which are antagonistic to good group work.

Community Resources

COMMUNITY RESOURCES REFERRAL INFORMATION

Health and Special Services

Mercy Children's Hospital, 3994 H Street

Mercy General Hospital, 4001 J Street

Police Department, Community Relations, 813 Sixth Street

Sacramento Area Mental Health Association, 2125 19 Street

New Horizons Club
Services for Emotionally Disturbed

Sacramento City Schools - classes for speech, hearing, physically and mentally handicapped, and disturbed

Sacramento County Health Center, 2221 Stockton Boulevard

Alcoholic Rehabilitation
Crippled Children's Services
Health Education
Public Health Clinic
Public Health Nursing Division - Well Baby Clinics
T. B. Control Office

Sacramento County Medical Center, 2315 Stockton Boulevard

Sacramento County Medical Society, 5380 Elvas Avenue

Sutter General Hospital, 2820 L Street

Sutter Hospitals Diagnostic and Treatment Center, 5275 F Street

Sutter Memorial Hospital, 52 and F Streets

Handicapped Services

Alta California Regional Center, 4010 El Camino Avenue, Suite A (diagnosis and counseling for retarded children and their families)

Arthritis Foundation, 1507 21 Street

Blood Bank, 3230 J Street

Cancer Society, 2530 J Street

Crippled Children and Adults of Sacramento, Incorporated, 3205 Hurley Way

Cystic Fibrosis, 4805 Fruitridge Road

Multiple Sclerosis Society, National, 5673 Stockton Boulevard

Muscular Dystrophy Association, 909 12 Street

Sacramento Area Epilepsy Society, P. O. Box 961

Sacramento Association for the Retarded, 6950 21 Avenue

Sacramento Hearing and Speech Center, 5275 F Street

Sacramento Hearing Society, Incorporated, 1717 Morse Avenue

Sacramento Heart Association, 1401 21 Street

Sacramento Society for the Blind, Incorporated, 2750 24 Street

United Cerebral Palsey Association, 1507 21 Street

Family Services

American Red Cross, 1300 G Street

Home nursing, first aid, water safety, nutrition, disaster, aid to families of men in service

Asian Community Services, 1118 V Street

Catholic Social Service, 5890 Newman Court

Community Services Planning Council, Incorporated, 2621 K Street

Concilio, Incorporated, 1912 F Street (serves Spanish-speaking community)

Emergency Assistance and Referral Agency, 2319½ J Street

Expanded Nutrition Education Program, 9645 & 9651 Kiefer Boulevard

Fairhaven Home for Unwed Mothers, 4360 63 Street

Family Services Agency, 709 21 Street

Grace Day Home, 1909 Seventh Street

Human Relations Commission, 2001 21 Street (investigates discrimination)

Legal Aid Society, 920 Ninth Street

Parents In Crisis (Sacramento County Welfare Department) 4301 X Street

Parents Without Partners, Incorporated, P. O. Box 134

Planned Parenthood Association, 1507 21 Street

Sacramento Area Economic Opportunity Council, 4170 Florin Road

Sacramento County Welfare Department, 4301 X Street

Salvation Army Family Welfare Bureau, 2700 Front Street

Visiting Nurse Association of Sacramento, 2206 29 Street

Volunteer Bureau of Sacramento, 1122 17 Street

Miscellaneous Services

Alcoholics Anonymous, 2270 Stockton Boulevard

Aquarian Effort, 1304 O Street (drug problems)

Recovery Incorporated, The Association of Nervous and Former Mental Patients, P. O. Box 214344

Sacramento Recovery House, Incorporated, 1914 22 Street (alhoholism)

Educational Services

Adult Education - Sacramento City Unified School District

Fremont School, 1401 24 Street
Hiram Johnson, 6879 14 Avenue
Luther Burbank, 3500 Florin Road
Sacramento Skills Center, 2751 Stockton Boulevard

California State University, Sacramento, 6000 J Street

Sacramento City College, 3835 Freeport Boulevard

Eaglet Theater, 1419 H Street

Educational TV KVIE Channel 6, Garden Highway

Junior Museum Sacramento, 4500 Y Street (science classes for all ages)

Young Men's Christian Association, 2021 W Street

Young Women's Christian Association, 1122 17 Street

Recreational Services

Fairytale Town (small charge)

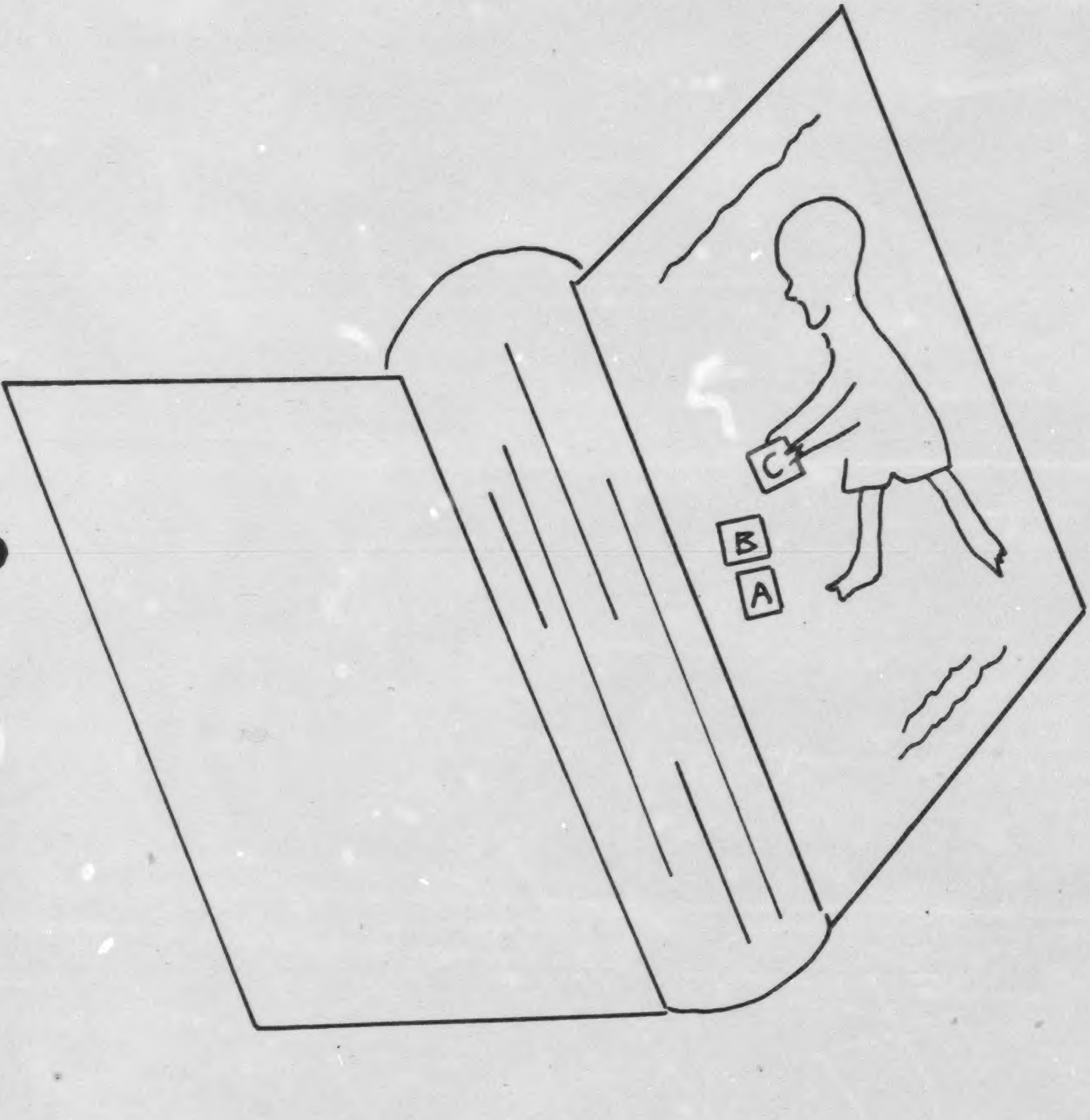
Sacramento City College (see above in Education)

Sacramento, City of, Parks Department, William Land Park, Sutterville Road

Sacramento, City of, Recreation Department

YMCA & YWCA (see above in Education)

Bibliography: Books, Pamphlets



BOOKS

Anderson, Camellia M., JAN, MY BRAIN DAMAGED CHILD, Durham Press, 1963.

Andry, Andrew C., HOW BABIES ARE MADE, Time-Life, New York, 1968.

Bacmeister, Rhoda W., TEACHERS FOR YOUNG CHILDREN - THE PERSON AND THE SKILLS, Early Childhood Education Council of New York, New York, N.Y.

Baruch, Dorothy, NEW WAYS IN DISCIPLINE. New York: McGraw-Hill Co., 1949.

Baruch, PhD., Dorothy Walter, NEW WAYS IN SEX EDUCATION. McGraw-Hill Inc., New York, Toronto, London, 1959.

Beadle, Muriel, A CHILD'S MIND. Garden City, New York: Doubleday, 1970.

Bereiter, Carl and Engelmann, Siegfried, LANGUAGE LEARNING ACTIVITIES. New York: Anti-Defamation League of B'nai B'rith.

Bereiter, Carl and Engelmann, Siegfried, TEACHING DISADVANTAGED CHILDREN IN THE PRESCHOOL. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Bettelheim, Bruno, DIALOGUES WITH MOTHERS. New York: Free Press, 1962.

Bettelheim, Bruno, THE CHILDREN OF THE DREAM. Macmillan, 1969.

Bird, Carolyn, BORN FEMALE. New York: McKay Publishing Co., 1970.

Bossard, James, THE SOCIOLOGY OF CHILD DEVELOPMENT. New York: Harper & Row, 1966.

Briggs, Dorothy, YOUR CHILD'S SELF ESTEEM. Garden City, N.Y.: Doubleday, 1970.

Brisbane, Holly E. and Riker, Audrey Palm, THE DEVELOPING CHILD, Charles A. Bennett Co., Inc., Peoria, Illinois, 1967.

Buck, Pearl, JOHNNY JACK AND HIS BEGINNINGS. John Day Company, 210 Madison Ave., New York 16, New York, 1954.

Button, Alan, THE AUTHENTIC CHILD. New York: Random House, 1969.

Chandler, C; Lowrie, R.; Peters, Ann, EARLY CHILD CARE, NEW PERSPECTIVES, Atherton Press, New York, 70 Fifth Ave., New York 10011, Library of Congress 68 27526-1968.

Cockefair, Edgar A. and Ada M., THE STORY OF YOU. Monona Publications, P.O. Box 3222, Madison 4, Wisconsin.

Cohen, Dorothy H., and Stern, Virginia, OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN, Teachers College Press, Columbia University, New York, N.Y., 1958.

Cretan, Gladys, ME, MYSELF, AND I. William Marrow Co., New York, 1969.

Crossen, Stacy, ME IS HOW I FEEL. McCall, 1970. Book includes poems that help the reader know more about his emotions.

Czuchna, Gordon, TEACH ME TO TALK. New York: CIBCO/Standard Publishing Co., 1971.

Davis, Adelle, LET'S HAVE HEALTHY CHILDREN. New York: Harcourt-Brace, 1951.

deBeauvoir, Simone, THE SECOND SEX. New York: Knopf Publishing Co., 1953.

Delbert, Alvin D. and Harmon, Alice J. NEW TOOLS FOR CHANGING BEHAVIOR. Champaign, Ill.: Research Press, 1970.

Deutsch, Helen, THE PSYCHOLOGY OF WOMEN. New York: Grune and Stratton Co., 1945.

Deutsch, Martin, THE DISADVANTAGED CHILD. New York: Basic Books, 1967.

Dodson, Fitzhugh J., HOW TO PARENT, Los Angeles, Calif.: Nash Publishing, 1970.

Dreikurs, R., CHILDREN: THE CHALLENGE. New York, Hawthorn Books, 1964.

Dreikurs, R. and Grey, L., PARENT'S GUIDE TO CHILD DISCIPLINE. New York: Hawthorn Books, 1970.

Engelmann, Siegfried, GIVE YOUR CHILD A SUPERIOR MIND, Simon & Schuster.

English, Oliver S., FATHERS ARE PARENTS TOO. New York: G. P. Putnam's Sons, 1951.

Ets, Marie Hall, THE STORY OF A BABY. Viking Press, New York, 1967.

Fast, Julius, BODY LANGUAGE. New York: M. Evans, distributed in association with Lippincott, 1970.

Fraeberg, Selma, THE MAGIC YEARS. New York: Charles Scribner and Sons, 1959.

Frank, Lawrence and Mary, HOW TO HELP YOUR CHILD IN SCHOOL. New York: Viking Press, 1950.

Frankel, Lillian and Godfrey, WHAT TO DO WITH YOUR PRESCHOOLER. New York: Sterling Publishing Company, 1953.

Friedan, Betty, FEMININE MYSTIQUE. New York: Norton Publishing Co., 1963.

Galambos, Jeanette, A GUIDE TO DISCIPLINE. National Association for the Education of Young Children, Washington, D.C., 1969.

Galarza, Ernesto, BARRIO BOY. Notre Dame, Indiana: University of Notre Dame Press, 1971.

Gardner, Bruce, DEVELOPMENT IN EARLY CHILDHOOD. New York: Harper & Row, 1964, pp. 349.

Gesell, Arnold and Ilg, Frances L., CHILD DEVELOPMENT. New York: Harper & Row, 1949.

Gesell, Arnold. THE FIRST FIVE YEARS OF LIFE. New York: Harper and Bros., 1949.

Gilbreth, Frank B., Sr., HOW TO BE A FATHER. New York: Crowell Publishing Co., 1958.

Ginott, Haim G., BETWEEN PARENT AND CHILD. New York: Macmillan, 1965.

Gordon, Ira J., PARENT INVOLVEMENT IN COMPENSATORY EDUCATION. Urbana, Ill.: University of Illinois Press.

Gordon, Ira and Tally, J. R., INTELLECTUAL STIMULATION FOR INFANTS AND TODDLERS, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida.

Gordon, Thomas, PARENT EFFECTIVENESS TRAINING. New York: P. H. Wyden, 1970.

Grollman, E. A. (Ed.), EXPLAINING DEATH TO CHILDREN. Boston: Beacon Press, 1967.

Gruenberg, Sidonie M., THE WONDERFUL STORY OF HOW YOU WERE BORN. Hanover House, 1970.

Hardy, William; Miriam, and others, LEARNING TO TALK. Bethesda, Md. Prepared by the Information Office, National Institute of Neurological Diseases and Strokes, 1969.

Harris, Thomas A., I'M OK, YOU'RE OK. New York: Harper & Row, 1969.

Hartley, R. and Goldenson, R., THE COMPLETE BOOK OF CHILDREN'S PLAY.

Hein, Lucille, ENJOY YOUR CHILDREN. New York: Abingdon Press, 1959.

Holt, John, HOW CHILDREN LEARN. Work, Pitman Publishing Corp., 1967.

Homan, William E., CHILD SENSE. New York: Basic Books, 1969.

Hymes, James, EFFECTIVE HOME-SCHOOL RELATIONS. New York: Prentice-Hall, 1953.

Ilg, Frances L. and Ames, Louise B., CHILD BEHAVIOR. New York: Dell Publishing Co., 1961.

Ilg, Frances L. and Ames, Louise B., PARENTS ASK. New York: Harper, 1962.

Ilg, Frances L. and Ames, Louise Bates, THE GESELL INSTITUTE'S CHILD BEHAVIOR, Harper and Row, New York, N.Y., 1955.

Johnson, June, HOME PLAY FOR THE PRESCHOOL CHILD. New York: Gramercy Publishing Co.

Johnson, Wendell, AN OPEN LETTER TO THE MOTHER OF A "STUTTERING" CHILD. Danville, Ill. Interstate Printers and Publishers, 1962.

Keister, Mary Elizabeth, THE GOOD LIFE FOR INFANTS AND TODDLERS, University of North Carolina Press, P.O. Box 510, Chapel Hill, North Carolina 27514.

Krasilowsky, Phyllis, THE SHY LITTLE GIRL. Hwegbter Borton, 1970.

Krasilowsky, Phyllis, THE VERY TALL LITTLE GIRL. Doubleday, 1969.

Krumboltz, John and Helen, CHANGING CHILDREN'S BEHAVIOR. New York: Prentice-Hall, 1972.

Kunzelmann, Harold (editor), PRECISION TEACHING. Seattle, Wash.: Special Child Publications, 1970.

Lerrigo, Marion O., and Southard, Helen, A STORY ABOUT YOU. E. P. Dutton & Company, Inc., 300 Park Ave. South, New York, New York, 1968.

Levy, John and Munroe, Ruth, THE HAPPY FAMILY. New York: Knopf Publishing Co., 1938.

Lewis, Oscar, FIVE FAMILIES. Basic Books, 1959. New York.

Lorenz, Konrad, ON AGGRESSION. New York: Harcourt, Brace & Co., 1966.

Masters, William H., HUMAN SEXUAL INADEQUACY. Little, Brown, Boston.

McIntire, Roger W., FOR LOVE OF CHILDREN. CRM, Del Mar, Calif., 1970.

Miller, Elvena, IS YOUR CHILD BEGINNING TO STUTTER? Danville, Ill., Interstate, Printers and Publishers, 1960.

Neisser, Edith, BROTHERS AND SISTERS. New York: Harper Bros., 1951.

Nimkoff, Meyer F. (Ed.), COMPARATIVE FAMILY SYSTEMS. Boston: Houghton-Mifflin, 1965.

Overstreet, Bonaro, UNDERSTANDING FEAR IN OURSELVES AND OTHERS. New York: Harper Bros., 1951.

Painter, Genevieve, INFANT EDUCATION, Dimensions Publishing Co., San Raphael, Calif.

Pennington, R. Corbin and Elizabeth James, FOR THE PARENTS OF A CHILD WHOSE SPEECH IS DELAYED. Danville, Ill.: The Interstate Printers and Publishers, 1965.

Piaget, Jean, THE TEACHING OF YOUNG CHILDREN. New York: Schocken Books, 1970.

Podolsky, Edward, THE JEALOUS CHILD. New York: Philosophical Library, 1954.

Prescott, David A., THE CHILD IN THE EDUCATIVE PROCESS. New York: McGraw-Hill, 1957.

Rambusch, Nancy, LEARNING HOW TO LEARN, the Montessori Method, Baltimore, Md.: Helicon Press, 1962.

Redl, Fritz and Wineman, David, CHILDREN WHO HATE. New York: Free Press, 1951.

Rogers, Carl, ON BECOMING A PERSON. Boston, Mass.: Houghton Mifflin, 1961.

Sharp, Evelyn, THINKING IS CHILD'S PLAY. New York: Dutton Publishing, 1969.

Showers, Paul, A BABY STARTS TO GROW. Thomas Crowell Co., New York, 1969.

Showers, Paul and Kay, BEFORE YOU WERE A BABY. Crowell, New York, 1968.

Spock, Benjamin, BABY AND CHILD CARE. New York: Affiliated Publishers, Inc. 1957.

Todd, Vivian E., THE YEARS BEFORE SCHOOL. New York: Macmillan, 1970.

Van Riper, Charles, HELPING CHILDREN TALK BETTER. Chicago, Ill.: Science Research Associates, 1951.

Van Riper, Charles, TEACHING YOUR CHILD TO TALK. New York: Harper and Row, 1950.

Widdows, Eleanor, BEST BOOKS FOR CHILDREN. New York: Bowker Publishing Co., 1972.

Wilkerson, David, PARENTS ON TRIAL: WHY KIDS GO WRONG OR RIGHT. Hawthorn Books, New York, 1967.

Wolf and Szasz, HELPING YOUR CHILD'S EMOTIONAL GROWTH.

Woodcock, Louise P., LIFE AND WAYS OF THE TWO-YEAR-OLD, Basic Books, Inc. (E. P. Dutton & Co., Inc.), New York, N.Y., 1941.

Young, Marjabelle and Buckwald, Ann, STAND UP, SHAKE HANDS, SAY "HOW DO YOU DO."

PAMPHLETS AND PERIODICALS

Allen, Donald E. et al, "Nutrition, Family Commensality, and Academic Performance." JOURNAL OF HOME ECONOMICS, Vol. LXII, No. 5, May, 1970, p. 333.

American Medical Association, 535 No. Dearborn St., Chicago 10, Ill. PARENTS RESPONSIBILITY, prepared for Joint Committee on Health Problems in Education of the National Education Assoc. and the American Medical Association (for parents of young children).

Bryant, John E., HELPING YOUR CHILD SPEAK CORRECTLY. New York: Public Affairs Pamphlets, 1970.

Child Study Association of America. WHAT TO TELL YOUR CHILD ABOUT SEX. Pocket Book, Inc., New York, 1959.

Escalona, Sibylle K., PATTERNS OF INFANTILE EXPERIENCE, in The Psychoanalytic Study of The Child, Volume XVIII, 1963.

Dittmann, Laura, editor, WHAT WE CAN LEARN FROM INFANTS, National Assoc. for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C.

Green, Marjorie M. and Woods, Elizabeth L., A NURSERY SCHOOL HANDBOOK FOR TEACHERS AND PARENTS, Sierra Madre Community Nursery Assoc., Sierra Madre, Calif. 1966.

Harms, Thelma, DISCIPLINE--A POSITIVE APPROACH. Calif. State Dept. of Social Welfare, Training Aid #34, Training Bureau.

The Journal of the National Association for the Education of Young Children, Washington, D.C. Article from YOUNG CHILDREN.
Vol.XXIII, No. 2, Nov. 1967, Caroline Cappel, "Three to Get Ready" pp. 87-89.
Vol. XXIII, No. 3, Jan. 1968, Florence Schulz, "Helping Parents of Two-Year Olds" pp. 161-169.

Keister, Mary Elizabeth, A DEMONSTRATION PROJECT: 'THE GOOD LIFE' FOR INFANTS AND TODDLERS, Director Demonstration Project, Group Care for Infants, University of North Carolina.

Look Magazine, Jan. 26, 1971, THE AMERICAN FAMILY.

Marshall, J. G., and Marshall, V. W., THE TREATMENT OF DEATH IN CHILDREN'S BOOKS. Omega, Feb. 1971, 2 (1), 36-45.

Nation, Vol. CCXII, May 17, 1971, p. 612, PLAYING GAMES WITH HUNGER.

National Dairy Council, "Malnutrition in Early Life and Subsequent Mental Performance," DAIRY COUNCIL DIGEST, Vol. XXXVIV, May-June, 1968, p. 13.

New York State Council for Children, Jamaica, N.Y., 1960,
GOOD LIVING FOR YOUNG CHILDREN.
"Moving into Group Life" by Elizabeth A. Vernon.
"Should Learning Be Hurried?" by Cornelia Goldsmith.

Nutrition Reviews, Vol.XXVI, No. 8, Aug., 1968, p. 228. MALNUTRITION AND HUNGER IN THE U.S.A.

Nutrition Reviews, Vol. XXVI, No. 7, July, 1968, p. 197. UNDERNUTRITION IN CHILDREN AND SUBSEQUENT BRAIN GROWTH AND INTELLECTUAL DEVELOPMENT.

Pasamanick, Benjamin, "A Child is Being Beaten: The Effects of Hunger." VITAL SPEECHES, Vol. XXXVII, May 15, 1971, p. 465.

Read, M. S., "Malnutrition and Learning," EDUCATION DIGEST, Vol. XXXV, April, 1970, p. 8.

Sacramento County Department of Social Welfare, Special Projects Bureau, HUNGER SURVEY, mimeograph, Sacramento County survey, July-August, 1969, from samplings of AFDC families.

Segner, Leslie, WAYS TO HELP BABIES GROW AND LEARN, John F. Kennedy Child Development Center, University of Colorado Medical Center, Denver, Colorado.

Stolz, Lois Meek, and Hymes, James L., SHOULD CHILDREN UNDER TWO BE IN NURSERY SCHOOL?, Kaiser Child Service Centers Pamphlets for Teachers #7, (Uncopyrighted pamphlet; now out of print; to be reproduced locally.)

U. S. Office of Education, Division of Compensatory Education, Washington, D.C. 20202. INFANT EDUCATION RESEARCH PROJECT IN WASHINGTON, D.C.

Wolf, A. W. M., HELPING YOUR CHILD TO UNDERSTAND DEATH. New York: Child Study Association of America, 1958.

SUGGESTED CHILDREN'S BOOKS

SIX TO TWELVE MONTHS

BABY ANIMALS - Sturdi-Contour Book, Wonder Books

BABY ANIMALS BOARD BOOK - illustrated by Gyo Fujikawa, McLoughlin Brothers

BABY'S BOOK OF ANIMALS - James & Jonathan, Incorporated

BABY'S LULLABIES - illustrated by Alice Freeman, McLoughlin Brothers

BABY'S MOTHER GOOSE - illustrated by Alice Schlesinger, McLoughlin Brothers

FAVORITE NURSERY SONGS - compiled by Phyllis Brown O'Lanian, Random House

LITTLE MOMMY - by Sharon Kane, Little Golden Book

MOTHER GOOSE - Golden Press

MOTHER GOOSE - Sturdi-Contour Book, Wonder Books

NEW GOLDEN SONG BOOK, THE - arranged by Norman Lloyd, Golden Press

PLAY WITH ME - by Esther & Eloise Wilkins, Little Golden Book

REAL MOTHER GOOSE, THE - illustrated by Blanche Fisher Wright, Rand McNally

RING O' ROSES - illustrated by L. Leslie Brooke, Frederick Warne

ONE TO TWO YEARS

BABY FARM ANIMALS - by Garth Williams, Golden Press

CHILD'S GOOD NIGHT BOOK, A - by Margaret Wise Brown

COME WALK WITH ME - designed by Aurelius Battaglia, Chubby Playskool Playbooks

I LOOK OUT MY WINDOW - " " " " " "

THESE ARE MY TOYS - " " " " " "

THIS IS MY HOUSE - " " " " " "

DUCK, THE - by Margaret Wise Brown, Harper & Row

GOODNIGHT MOON - " " " " "

KITTENS - Sturdi-Contour Books, Wonder Books

MOMMY AND DADDY - " " " "

PUPPIES - " " " "

TWO TO THREE YEARS

ASK MR. BEAR - by Marjorie Flack, Macmillan

BIG AND LITTLE - by Joseph Kaufman, Golden Press

GOLDEN GOOSE BOOK, THE - illustrated by L. Leslie Brooks, Frederick Warne (Contains "The Three Little Pigs," "Tom Thumb," "The Story of Three Bears," and "The Golden Goose.")

GOLDEN HAPPY PUPPY BOOK - Golden Play and Learn Books, Golden Press

JOHNNY CROW'S GARDEN - by L. Leslie Brooke, Frederick Warne

ONE BRIGHT MONDAY MORNING - by Arline & Joseph Baum, Random House

SUNSHINE BOOK, THE - Golden Shape Books, Golden Press

TALL BOOK OF NURSERY TALES - illustrated by Feodor Rojankovsky

WE WENT LOOKING - by Eileen Fisher, Crowell

WHO IS IT? - by Zhenya Gay, Viking

SUGGESTED CHILDREN'S RECORDS

AMERICAN GAME & ACTIVITY SONGS FOR CHILDREN - Folkways

ANIMAL RHYTHMS - Phoebe James

ANIMAL RHYTHMS WITH SOUND EFFECTS - Phoebe James

ANIMAL SONG PARADE - Harmony

BOB HANNON SINGS FOR CHILDREN - Harmony

BUILDING A CITY

CARNIVAL OF THE ANIMALS - Harmony

CIRCUS COMES TO TOWN - Tom Glazer

CHILD'S WORLD OF SOUNDS

BASIC CONCEPT SONGS OF SELF-IMAGE #1

BODY CONCEPT SONGS #3

COLOR CONCEPTS

SIGHTS & SOUNDS, FEELING & PERCEIVING

COUNTING GAMES & RHYTHMS FOR THE LITTLE ONES - Ella Jenkins

CREEPY, THE CRAWLY CATERPILLAR

DADDY COMES HOME

DISNEY SONGFEST: ALL TIME FAVORITES - Harmony

DO YOU KNOW HOW YOU GROW? INSIDE

DO YOU KNOW HOW YOU GROW? OUTSIDE

EENSIE BEENSIE SPIDER SKITTERY SKATTERY

FARM ANIMALS - Phoebe James

FAVORITE ACTION SONGS - Phoebe James

FINGER PLAYS

FIVE SENSES - Bowmar

HANS CHRISTIAN ANDERSEN: IN SONG AND STORY - Harmony

HARMONY CHILDREN'S STORY, THE - Harmony

HEAR THE ANIMALS SING: REAL ANIMALS SING - Harmony

LET'S DO FINGERPLAYS

LISTENING TIME SERIES - Scott & Wood

- LISTENING TIME #1
- LISTENING TIME #2
- LISTENING TIME #3

LULLABIES FOR SLEEPYHEADS - Camden

MOTHER GOOSE & FATHER GANDER - Camden

MUFFIN IN THE CITY & MUFFIN IN THE COUNTRY

NOISY & QUIET - BIG & LITTLE

NOTHING TO DO

NURSERY RHYMES, GAMES & FOLK SONGS - Cisco Houston - Folkways

NURSERY SCHOOL RHYTHMS

NURSERY SONGS & STORIES - Gene Kelly - Harmony

OUT OF DOORS - CASTLE IN THE SAND - I AM A CIRCUS

PUSSYCAT'S CHRISTMAS

RHYTHM & GAME SONGS FOR THE LITTLE ONES - Ella Jenkins - Folkways

ROMPER ROOM - SONGS & GAMES - Golden

SLEEP TIME SONGS & STORIES - Pete Seeger - Folkways

SLEEPY HEADS - LULLABIES - Dorothy Olsen

TALKING RECORD FOR BOYS, THE - Harmony

TALKING RECORD FOR GIRLS, THE - Harmony

THIS IS RHYTHM - Ella Jenkins - Folkways

TREASURY OF MOTHER GOOSE - Disneyland

WHAT DO YOU WANT TO BE WHEN YOU GROW UP? - Ed McMahon - Camden

BOOKS

AVAILABLE - PALS LIBRARY

Author	Book Title
Andrews, Martin	Farm Animals - Beginning Nature Book
Andrews, Martin	Forest Animals
Auerbach	Parents Learn Through Discussion
Badger, Earladeen	Mother's Guide to Early Learning
Bangs, Tina E.	Language & Learning Disorders Re: Academic Child
Bergstrom, Marie	Keep Busy Book for Tots
Blumenfeld, Thompson	Help Them Grow
Boone-Jones	Martin Luther King
Bouton	Favorite Poems for Children's Hour
Brazelton, T. Berry	Infants and Mothers
Brenner, Barbara	Bodies
Brenner, Barbara	Faces
Brenner, Erma-Shimmen	A New Baby - A New Life
Buel, Ellen Lewis	A Treasury of Little Golden Books
Bzoch-League	Assessing Language Skills In Infancy (C-1, C-2, C-3)
Caplan, Frank	The First Twelve Months of Life
Carpenter	Botswana
Carpenter	Enchantment of Africa
Carpenter	Enchantment of Africa - Zambia
Carpenter	Enchantment of America - California
Child Guidance	Little Red Riding Hood
Child Guidance	Story of Peter Rabbit
Child Guidance	Three Little Pigs
Child Study Association	Read Me More Stories

Author	Book Title
Child Study Association	Read To Me Story Book
Child Study Association	Read Me Another Story
Chinese	Mother Goose Rhymes
Clark, Kay	All By Herself
Cochran	Assessment Program of Early Leveling Levels
Cohen	Best Friends
Cohen	Will I Have A Friend
Cole-Haas	More Recipes for Fun
Cole-Haas	More Recipes for Learning
Cole-Haas	Recetas Para Divertirse
Cole-Haas	Recipes for Fun
Cole-Haas	Recipes for Holiday Fun
Cole-Haas	Recipes for Learning
Cole-Haas	Workshop Procedures
Cole-Haas	Workshop Procedures - Spanish
Cole-Haas-Busnell-Weinberber	I Saw A Purple Cow and 100 Other Recipes for Learning
Cooney	Mother Goose In Spanish
Cox	American Marriage, A Changing Scene
Cratty	Perceptual and Motor Development in Infants
Davis, Adele	Let's Have Healthy Children
Disney, Walt	Mother Goose
Disney, Walt	Nursery Tales
Dittman	Infants We Care For
Domanska	The Turnip
Dreikurs	Children, The Challenge
Erickson	Childhood and Society

Author	Book Title
Excursion Box Library	Butterfly
Excursion Box Library	Lion
Excursion Box Library	Turtle
Fallon	Forty Innovative Programs in Early Childhood Education
Flack	Angus and Ducks
Flack	Ask Mr. Bear
Fraiberg	The Magic Years
Freed	TA for Kids
Furfey	Curriculum Manual
Furfey	Education of Children 1-3
Gattmann-Henricks	The Other Teacher
Giovanni	Spin A Soft Black Song
Golden Play Book	ABC Golden Book
Golden Play & Learn Book	Counting Book
Golden Play & Learn Book	Shoe Golden Book
Golden Play & Learn Book	My First Golden Dictionary
Golden Play & Learn Book	What's In Mommy's Pocket Book
Gordon, Ira	Reaching Child Through Parent Education: The Florida Approach
Gordon, Ira	P.E.T.
Green	Everybody Has A House and Everybody Eats
Gruenberg	Story of How You Were Born
Hader	The Big Snow
Haeussermann	Developmental Potential of Preschool Children
Hawkinson, Lucy	Picture Book Farm
Hoban	Count and See
Hoffer	Language Developmental Scale

Author	Book Title
Hogrogian, Nonny (Illustration)	One I Love, Two I Love
Holdsworth	The Little Red Hen
Holdsworth	The Gingerbread Boy
Hutchins	Changes, Changes
Hutchins, Pat	Rosie's Walk
IDEA	Prescriptive Activities For Infants
Jenkins	These Are Your Children
Jimenez	Para Chiquitines
Joslin	La Fiesta
Kalt	Mother's Guide to Child Safety
Kaufman	What Makes It Go, Fly, Float
Keats	Goggles
Keats	Hi, Cat!
Keats, Ezra	The Little Drummer Boy
Klugmann, Judith	A Child's First Playbook
Krauss	A Very Special House
Kraus & Aruego	Whose Mouse Are You
Kruss	Three By Three
Kunhardt	Pat the Bunny
Kuplan	Change For Children
Levine	A Baby Is Born
Lorton, Mary Baretta	Workjobs
MacBean	Picture Book Dictionary
Marzollo	Learning Through Play
Matthiesen	Things To See
Moffett	A Flower Pot Is Not A Hat
Morgan	Rain, Rain Don't Go Away

Author	Book Title
Mosel, Arlene	The Funny Little Woman
Moustakas	Play Therapy
McCall, A.	This Is Music
McLaughlin	The Small Singer
Neil, A. S.	Summerhill
Nestrick	The Little Red Hen
Oakland-Williams	Auditory Perception
Patterson	Living With Children
Patterson, Gerald R.	Families
Payne, Arlie Jean	A Climate For Learning
Pearson	To Be Nobody Else
Peters, Chandler	Early Child Care
Petershaum, Maud	The Circus Baby
Petershaum, Maud	The Rooster Crows
Poston, Elizabeth	The Baby's Song Book
Potter	Little Red Caboose
Poulet, Virginia	Blue Bug's Safety Book
Prelutsky	The Terrible Tiger
Provensen, Alice & Martin	The Giant Golden Mother Goose
Ribble, Margaret A.	The Rights of Infants
Rogers	On Becoming A Person
Rubin	Lisa & David Jordi
Rutherford, Bonnie & Bill	The Gingerbread Man
Santa Barbara County Schools	Children Learn By Doing
Satir, Virginia	People Making
Scarry, Richard	Mother Goose
Scarry, Richard	Storybook Dictionary

Author	Book Title
Schwietzer, B.	Amigo
Scott	On Mother's Lap
Scott	Talking Time
Seeger, Ruth	American Folk Songs For Children
Sharp, Evelyn	Thinking Is Child's Play
Slobodkin	Magic Michael
Slobodkin	Trick or Treat
Smaridge, Norah	Raggedy Ann
Smith-Wilson	Child With Doun's Syndrome
Spock	Baby's Child Care
Stevenson, Robert Louis	A Child's Garden of Verses
Stock, Claudette	Learning Activities
Stock, Claudette	Minimal Brain Dysfunction Child
Tazewell	The Littlest Angel
Turner, Mary M.	One To Ten
Upchurch	Toys and Activities
Wagner, Peggy	Hurrah For Hats
Watson	Look At Me Now
Watson	My Friend, The Babysitter
Watson	Sometimes I'm Afraid
Watson	Sometimes I'm Jealous
Wheeler-Morris	It's Your Smile
Wildsmith	Mother Goose
Williams, Garth	Three Bedtime Stories
Winn, Marie	Fireside Book of Children's Songs
Witte, Pat & Eve	The Touch Me Book
Witts & Radin	Learning Through Play Approach

Author	Book Title
Witts & Radin	Nurturance Approach
Witts & Radin	Reinforcement Approach
Wood, Frances E.	Enchantment of Mexico
Wyndham	Chinese Mother Goose Rhymes
Zion & Graham	All Falling Down
	Nutrition Source Book
	Ten Little Kittens